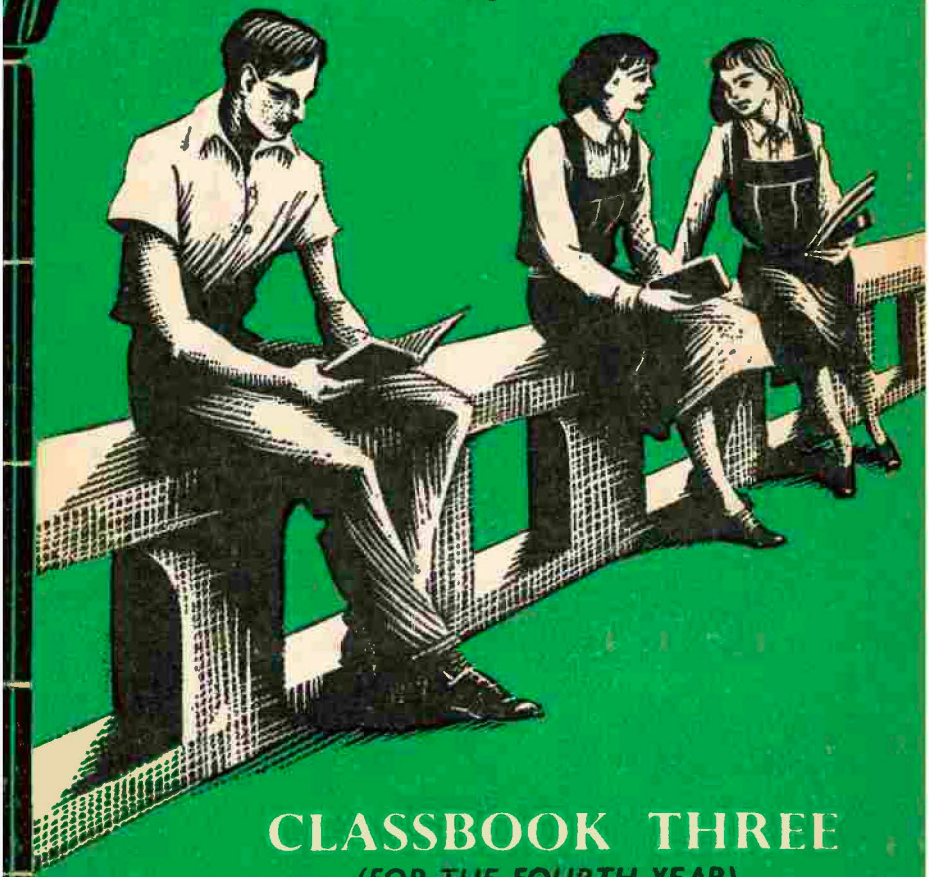
NEW METHOD ENGLISH for the Arab World

by

MICHAEL WEST



CLASSBOOK THREE

(FOR THE FOURTH YEAR)

NOTE

This is the last book of the Primary School course; many pupils may have no further English study.

It is therefore necessary:

1. To give all the pupils a taste for English reading.
2. To enable all to read *any* non-technical English book with the help of a dictionary.
3. To give the better pupils practice in speaking and writing on simple subjects.

This book, therefore:

1. Enables the pupil to read simplified (but interesting and well-told) versions of "Robinson Crusoe", "Monte Cristo", "From Earth to Moon", "The Black Tulip", "Tom Brown's Schooldays", "Lorna Doone", "Quentin Durward", and other famous English novels.
2. Covers the explaining vocabulary (all except 80 words) of "The New Method English Dictionary", in which 24,000 English words are explained in an English vocabulary of 1490 words.
3. Supplies at the end of each set of lessons a total of 53 easy subjects for Composition, with notes and suggestions.

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NEW METHOD ENGLISH for the Arab World

by
MICHAEL WEST
M.A., D.Phil.

CLASSBOOK 3

(For the Fourth Year)

Completing the Minimum Adequate Vocabulary
of 1995 Words

Illustrated by
ROSEMARY BROWN

LONGMANS, GREEN AND CO
LONDON · NEW YORK · TORONTO

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LONGMANS, GREEN AND CO LTD
6 & 7 CLIFFORD STREET LONDON W I
ALSO AT MELBOURNE AND CAPE TOWN
LONGMANS, GREEN AND CO INC
55 FIFTH AVENUE NEW YORK 3
LONGMANS, GREEN AND CO
215 VICTORIA STREET TORONTO I
ORIENT LONGMANS LTD
BOMBAY CALCUTTA MADRAS

First published 1953
Second Impression 1954

Acknowledgment is made to the following for their advice and guidance in preparing this book and others of the series: Khaled el Khalil Khaled, Member of the Educational Commission, Ministry of Education, Damascus; Yusuf Abu Ibrahim, B.A., First Tajheez, Damascus; Husni Bey Fariz, Jiryis Qusus, George Khamis and Miss Olga Wahbeh of the Hashemite Kingdom of the Jordan, and the Principals and teachers of schools visited in Syria, the Lebanon and Jordan.

Also to the officers of the British Council in Damascus, Beirut and Amman, particularly Mr. S. H. Hopper, for assistance in connection with my journey to these countries and help in the preliminary investigation.

Acknowledgments for permission to include copyright material are due to Mr. Nevil Shute and Messrs. William Heinemann Ltd. for a simplified version of part of *A Town Like Alice*, and to Mrs. J. E. Flecker and Messrs. William Heinemann Ltd. for a simplified version of *The Golden Journey to Samarkand* from "*Hassan*" by James Elroy Flecker.

MICHAEL WEST.

PRINTED AND BOUND IN GREAT BRITAIN BY
HAZELL WATSON AND VINEY LTD
AYLESBURY AND LONDON

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1345 words from Classbook 2

Lesson One

STORY—ZENOBIA, QUEEN OF PALMYRA

A.

Famous—well-known to many people. Noun, **Fame.**
History—the story of what happened in the past.
Ruins—broken and fallen buildings.
Trade—buying and selling. **Traders**—men who buy and sell.
To return—to come back. **A return**—a coming back. **" In return for "**—so as to pay for.
Former times—earlier times than the present. **Formerly**—in earlier times.

This is the story of one of the most famous queens in history; her fame reached every part of the world. Her name was Zenobia, Queen of Palmyra. The ruins of Palmyra may be seen to-day. Palmyra is, perhaps, the most famous and most beautiful ruined city in the world.

First, I must explain what Palmyra was and why it became a great city.

There has always been trade between the East and the West. Traders from the West went to India and China carrying things needed there, and returned bringing things which people in the West wanted to buy—silks and beautiful pots and jewels, etc. There is always a return in trade: things are carried to a place and other things are brought back in return for them.

At present nearly all that trade is carried by sea and

air, but in former times it all came by land. Formerly all traders went overland.

B.

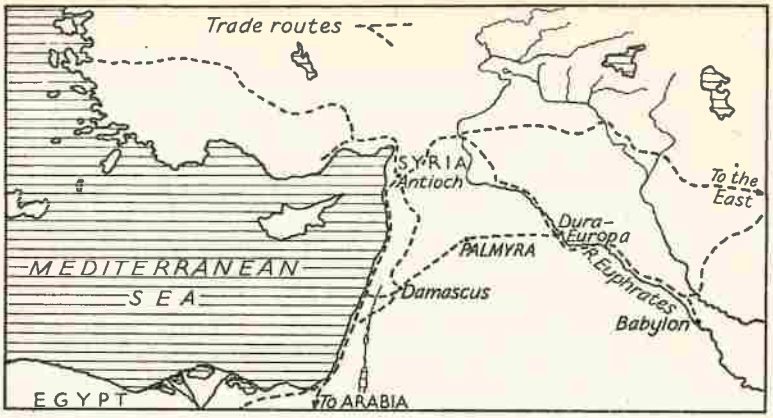
Necessary—needed. "It is necessary for you to do it" = you must do it.
A port—a city to which ships come.
To supply—to bring or give what is needed. **A supply of**—a store of.
On board—in a ship.
To continue to do (**doing**)—to go on doing, not stop doing.
A merchant—an important trader.
A guide—a man who shows the way on a journey.

It is necessary for every ship to have a port. A port is a stopping-place for a ship. In a port the seamen can take a supply of food on board. They can take some goods out of the ship and take on board other goods. They clean the ship and get some rest before continuing their journey from that port to another port.

Palmyra was a land-port. It was a port for goods which were being carried by camel from East to West and from West to East.

Merchants brought goods up the River Euphrates to a place named Dura Europa. (You will see it on the map.) From there they went to Palmyra. Then they continued their journey on from Palmyra to Damascus, or to other places.

There were many dangers on this road from Dura Europa to Palmyra, and onwards. It was a dangerous road to travel along. The people of Palmyra supplied guards and guides: they supplied soldiers to guard the merchants on their journey. It is not easy to find



one's way across the desert. Palmyra supplied guides to guide the merchants and show them the best and safest way across the desert.

C.

A courtyard—a yard.
An inn—a small hotel.
A bath—a thing in which you put water for washing your body. **To have a bath** = to wash yourself all over.
To refresh oneself—to make oneself feel rested and strong again.
To prepare for—to make ready for.
(**Do a**) **service** (**to**)—do something helpful for.
Neighbours—persons who live in the next house or very near.

Palmyra supplied everything for merchants crossing the desert—guards and guides on the way, and all that they needed in the land-ports where they rested.

There were inns for the merchants to rest in, and inns and rest-houses for their men. There were great court-

yards; these yards were for the camels. There were store-houses for the goods. There were baths and shops —everything necessary for the merchants and their men to refresh themselves and prepare for the next part of the journey. It was a very beautiful city—one of the most beautiful cities in the world. It was famous for its beauty.

Of course, the merchants paid for all these things. They paid for the service which the people gave them. The people of Palmyra could not grow all their own food, nor make all the things which they needed. They had to buy these things, and they got their money in return for service to people passing through. They became very rich. So long as they were friendly with their neighbours they were rich and happy. But this did not continue.

D.

The size of—bigness or smallness.
Birth—noun, being born.
(**War**) **broke out**—war began.
Afraid of—, Afraid that—fearing, fearing that.
Peace—opposite of war.
To take sides—to join one side or the other in a quarrel or fight.
To favour—to feel kind towards.
The result of—A cause leads to a result. "As a result of this" = because of this.

Now I will tell you how Queen Zenobia made the great Empire of Palmyra. It was never the size of the Roman Empire, and it did not last very long. But it was a great empire in its time.

We do not know the exact date of the birth of Zenobia. She lived about seventeen hundred years ago. At that time Palmyra had two powerful neighbours, the Parthians on the east and the Roman Empire on the west. War broke out between the Parthians and the Romans.

Now, the people of Palmyra only wanted peace: they wanted nothing but peace. They did not want to take sides; they did not want to favour one side or the other.

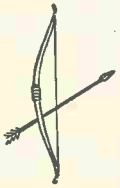
The King of Palmyra was named Odainath; he was also called "Little Ear". The Parthians beat the Romans in a great battle. Odainath was afraid that the Parthians might attack him next; so he helped the Romans. The Romans won the war. As a result of this, the Romans favoured Palmyra: it became a favoured part of the Roman Empire. The people were very happy—so long as there was peace.

Rome became weak. There was disorder in Parthia. Odainath was killed. The result of this was that Zenobia's son became King of Palmyra.

Then Zenobia decided to make a great Empire of Palmyra.

E.

Emperor—the ruler of an empire.



A bow and arrows.

A bowman.

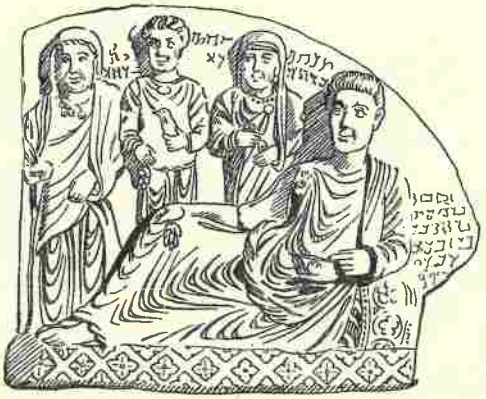
A grain of wheat.

To allow (him to go)—to let him go, say that he may go.
A grave—a hole in the ground in which a dead body is put.
Forefathers—grandfathers (grandmothers), great-grandfathers, great-great-grandfathers, etc.

Zenobia decided to make an Empire of Palmyra and to make her son Emperor. She had a very good army. Bows and arrows were used by her soldiers in fighting against the thieves in the desert: the bowmen were the best part of Zenobia's army.

She conquered Syria, and her armies marched as far north as Ankara (in Turkey). She conquered part of northern Arabia and of Egypt.

The Roman Emperor could not allow this to continue: he could not allow Zenobia to go on taking away bits of the Roman Empire. He could not allow the people of Palmyra to hold part of Egypt because Rome got a large part of her wheat and other food-grains from Egypt.



The Roman armies marched against Zenobia. One of her sons was killed. She was taken prisoner. Palmyra was destroyed and most of the people were killed. Among the ruins to-day you may see the beautiful graves of the merchants and rulers of the city. The picture on page 12 shows the carving on the grave of a man named Zabdibol.

Zenobia was led in golden chains through the streets of Rome. The bowmen were sent with a Roman army to Britain. So there may perhaps be people living in England now whose forefathers were bowmen from Palmyra.

1377 words

Lesson Two. Exercises and Dictation

(* *Shows a new word or new meaning.*)

A. **In ruins. Ruined.**

There was an explosion in Farid's shop. The shop is now **in ruins.** Farid has lost everything; he **is ruined.**

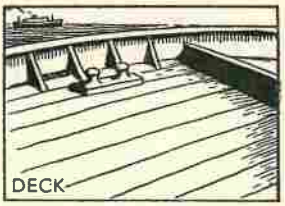
1. Why cannot Farid use his shop?
2. What has happened to Farid?—" He is . . . ."

Fore-/. Forefathers. * Forearm. * Forehead.

Fore-/ means earlier. Forefathers are the fathers before your father: they are your father's father, your grandfather's father, your great-grandfather's father. Fore-/ also means " in front". The lower part of your arm is called your " forearm". The front of your head above your eyes is your forehead (*forrid*).

1. Where did your forefathers live?
2. Which part of your arm is your forearm?
3. Which part of your head is your forehead?

B. *** A board. Deck** of a ship.



The **deck** (floor) of a ship is made of boards, so " on board " means on (or in) a ship.

Talk about things which are made of wooden boards. (Box, Table, Blackboard, Floor, Hut, Deck of a ship.)

Continue. * Continuous.

Say things which go on **continuously** (River, Clock, Waves . . . rocks. Clouds . . . sky).

C, D. **Break out.**

" Break out " means " happen suddenly ". Make sentences:

1. " War: Europe: 1939."
2. " Illness: the city: last summer."
3. " Fire: the Cinema: last night."
4. " A quarrel: my family: yesterday evening."

Afraid of. Afraid that it might.

Make sentences: " (Karim) was afraid of (the lion); he was afraid that (the lion) might (eat him)."

1. The hunter	bear	bite him
2. The girl	fire	burn her
3. The soldier	gun	explode
4. The bird	cat	eat it
5. The cat	dog	run after her

E. **Grain.**

Make sentences using the word Grain: (Sand . . . desert; salt . . . white; sugar . . . sweet; bread . . . of wheat).

Dictation

*** Peaceful.**

Nece**ss**ary	(—ss—)
G**ui**de	(—ui—)
Contin**ue**	(—ue—)
Nei**ghb**our	(—ghb—)
P**ea**ceful	(—ea—)

She asked, "Is it necessary to have a guide before we continue our journey?" He replied, "Yes. The neighbouring countries are not peaceful. They are at war."

*** Favourite. * Birthday.**

Fav**our**, Fav**our**ite	(—our)
B**ir**th	(—ir—)
Birthday	(*no hyphen*)
Forehead, Forearm	(*no hyphen*)

Farid always favours his elder son, Walid. Walid is his favourite son. He gave him a car on his birthday. The two sons are very like each other, but Walid has a red mark on his forehead and the younger son has broken his forearm.

Lesson Three. Composition

☞ *Before doing these Compositions, please use the Review of Vocabulary (in the Companion).*

HOW TO WRITE COMPOSITIONS

1. **Ask the teacher for any extra words needed.** (Ask in English, if possible, describing the meaning of the word which you need.)

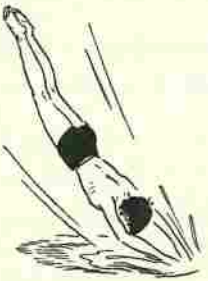
2. Say as much as you can about each subject (**all** the subjects). You are not expected to say a lot. **The important thing is not what you say, but how you say it—fluently, easily;** not slowly word by word.

3. When speaking, don't stop and pause and talk word by word, translating in your mind: try to think in English. **If you cannot say one thing, say something else instead. Keep talking!**

4. When you are writing, first **say a whole sentence to yourself, then write it.** Do not write word by word, translating in your mind. If you are doubtful of a spelling, ask the teacher.

5. **Do not try to talk fast.** Learn to walk before you can *run!*

Note.—" Talk about " means talk or write about (or both).



*** To dive.**

1. **Talk about Ruins.** (Where? What of? Describe. Who built? Who destroyed? Who go to see? From where?)

2. **Talk about War, using these words:** Break out, Destroy, Ruin, in ruins, Result, Peace, Graves.

3. **Talk about Bathing.** Use the word **Dive.** (When? Where? With whom? Can you swim? Can you dive? Who swims well?—dives well?)

4. **Talk about your Neighbours.** (On the north, south, east, west. Who? Father's work, Mother, Children. School of children. Play. How should you treat? How help each other?)

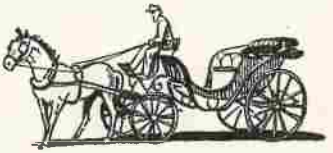
1382 words

Lesson Four

THE UNPLEASANT MAN (A Play)

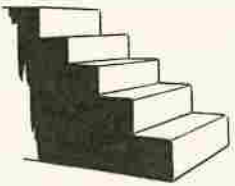
A.

Scene—the place in which something happens.



Carriage.

Actor—a man who takes a part in a play. **Actress**—a woman in a play. **To act in a play**—to take a part in a play.
-ment—Arrangement—an arranging, a setting in order.
To enter—to go in, come in.
Entrance—(1) a coming in; (2) a way in, a door in.

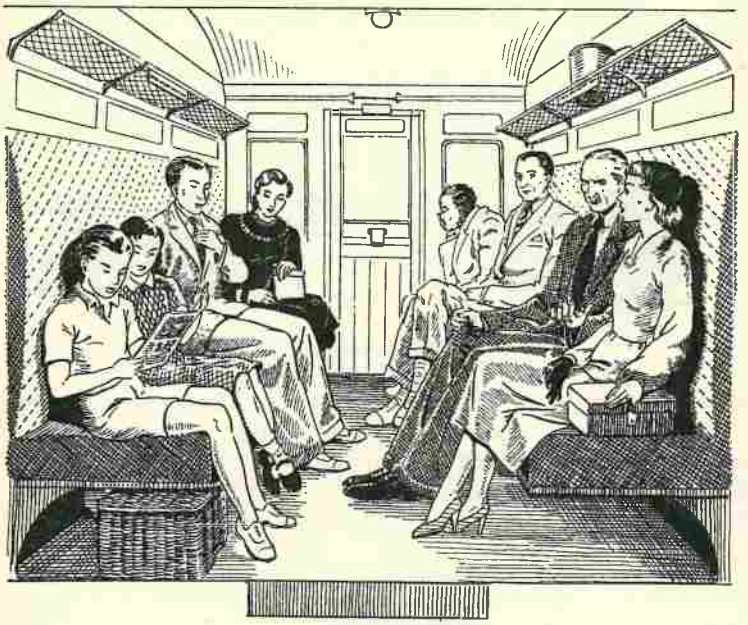


Steps.

[*Reading word*—Articles = things]

The scene of this play is a railway carriage, but it does not need a lot of scenery: it can be acted in any room. (If there are no railways, or if railways are not common, you can make the scene the inside of a bus.)

The play needs five actors and three actresses (people to play the women's parts).



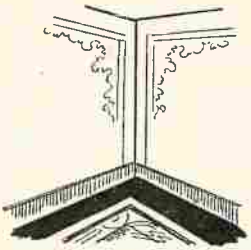
The picture shows the arrangement of the scene and of the people in the carriage. There are two seats facing each other. Above each seat there is a shelf, with a notice on it " For light articles only ". This means that you must put only light things (not heavy things) on the shelf. In the scene the end of the carriage is left open so that the people watching the play can see inside, and the seats should be arranged at an angle so that the people sitting at the far end of the carriage can be seen.

At the near end of the carriage there is a step to show

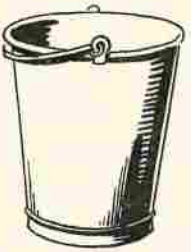
where the people enter, although the entrance door is not shown in the scene.

B.

Nasty—very unpleasant.



Corner—angle where two sides (of a room, etc.) meet.



Bucket.

Beyond—on the far side of.
Tall—high.
Husband—She is his wife; he is her husband.
Sir—word used in speaking to a gentleman: " Good morning, Mr. Khaled—Good morning, sir." **Madam**—used in speaking to a lady.
(**He does so**—he does that.)

A small nasty-looking little man is already seated near the far right-hand corner of the carriage. He is sitting just beyond a tall strong man. The tall man is sitting very close to the nasty little man.

The unpleasant man enters and sits down next to the tall man.

After a short time the husband comes to the entrance of the carriage. The husband is carrying a suit-case. His wife is carrying a bucket and a paper parcel. There are two children—a girl and a boy. The girl is carrying a square basket.

HUSBAND: Get in, Girlie. Put your basket up on the shelf where you can see it.

UNPLEASANT MAN: That shelf, sir, is for Light Articles only. That large basket is not a light article. Put it under the seat.

HUSBAND: Do as the gentleman says. Now, Boy, you get in and sit beside your sister. That's right! Now push my suit-case under the seat. That's right! Now, Wife, get in and put your parcel under the seat, too.

UNPLEASANT MAN: That, madam, is a "light article". Will you please put it up on the shelf, not under the seat.

HUSBAND: Do as the gentleman says, dear . . . (*She puts the parcel above the Unpleasant Man's head*) . . . Now this bucket is light enough; it has only got some food for the hens in it. So, to please you, sir, I'll put that up on the shelf too. (*He does so.*)

C.

Manners—a gentleman has good manners: he **behaves** (acts and speaks) in a way pleasing to other people.

Common—found in many places or very often: "Taxis are common in London". "Common people" = not ladies or gentlemen.

Public—for the use of everyone. **The public**—everyone.

To suffer (pain)—to bear pain. **Aloud**—so that all can hear.

To contain—to hold: "This box contains eggs".

To doubt—to be uncertain. "**No doubt** it is"—I am certain that it is.

Would like to = want to.

(The Husband enters the carriage. As he does so he steps on the Unpleasant Man's foot.)

HUSBAND: Sorry, sir!

UNPLEASANT MAN (*speaking to himself*): Some people don't know how to behave; they have no manners. Nasty common people! But this is a public carriage; the public use it. So I must suffer in silence . . . (*He speaks aloud*) . . . Be more careful, please!

(The Lady enters. She is well-dressed and has a large jewelled pin in the front of her dress. She carries a small leather case which looks like a jewel case. The Unpleasant Man is going to put the case up on the shelf.)

UNPLEASANT MAN: Allow me, madam. Shall I put it up on the shelf?

LADY: No thank you, sir. I'll keep it.

NASTY MAN: That's a nice case. I wonder what that little case contains.

THE TALL MAN: No doubt you do! No doubt you would like to open it!

THE NASTY MAN: If I had what that case contains, I wouldn't be here. I'd be somewhere else.

THE TALL MAN: I doubt it! I very much doubt it! I think you would be just where you are now, sitting next to me.

D.

To shake, (**shook, shaken**)—to move quickly to and fro or up and down.
Thirsty—feeling the need of water to drink. Noun, **Thirst.**
Distant—far away. Noun, **Distance.**
Station—place where a train or bus starts and stops.
(**Oh dear !**)—a cry when something bad happens.
Butter—solid, yellow fat made from cream (oily part of milk).
Proper, properly—right, as it should be. "Do it properly" = do it as it should be done.

(The train starts. The people move to and fro showing the shaking of the train. The girl stands up and tries to look at her basket under the seat.)

UNPLEASANT MAN: Sit down, child! Behave properly!

BOY: It's very hot. I'm so thirsty! What's the distance from here to the first stop?

HUSBAND: It's quite a short distance. The next stop is at the Western Railway Station. You can get a drink there.

WIFE (*looking at her parcel*): Oh! It's hot! I do hope it's all right.

UNPLEASANT MAN (*touching his head*): What's that?

WIFE: Oh dear!

UNPLEASANT MAN: There it is again!

WIFE: Oh dear! Oh dear!

UNPLEASANT MAN (*looking up at the shelf*): What does that parcel contain, madam?

WIFE: It's the butter! You told me to put it up there, sir.

UNPLEASANT MAN: Why didn't you pack it properly? Why didn't you put it in a proper container? Really! This is too bad! Put it under the seat—or throw it out of the window!

(The Husband puts it under the seat. The movement of the train becomes greater; the people are shaken to and fro and up and down. As the train goes round a curve all swing to one side. At another curve they swing the other way.)

E.

Aside—not speaking to anyone, speaking one's thoughts.
Doubtful—feeling uncertain.

To make sure—to cause it to be certain or sure; to make yourself feel sure.

Trouble—difficulty, unpleasantness. **To trouble**—to cause trouble to.

Sudden—happening quickly or unexpectedly. **Suddenly.**

You had better—I think that you ought to; you would be wise to.

[*Outside word*—a tunnel]

WIFE (*aside*): I doubt if that bucket is very safe. (*To her husband in a low voice*) Ought you to make sure that the bucket is safe? The carriage is shaking so much! It might fall down.

HUSBAND: Yes, I am a bit doubtful about it. We don't want another accident. (*He stands up.*)

UNPLEASANT MAN: Be careful, sir! You've stepped on my foot once already!

HUSBAND: Sorry! Sorry! I can hardly stand up: the carriage is shaking so.

UNPLEASANT MAN: Then why don't you sit down, sir?

HUSBAND: I'm sorry to trouble you.

UNPLEASANT MAN: You are troubling me, you're a great trouble!—marching about the carriage when it's shaking all over the place. Sit down! Sit down!

HUSBAND: As you wish.

(He sits down. There is a sudden movement. The bucket suddenly falls and the Unpleasant Man is covered with the hen-food which it contains.)

UNPLEASANT MAN: Ruined! My best coat is ruined! . . . (*He stands up and begins to brush himself.*)

TALL MAN: We're just coming to a tunnel. You had better sit down.

(The carriage suddenly becomes dark. The Lady cries out, "Thief! Thief! My jewelled pin! Thief!")

F.

To seize—to take hold of strongly and suddenly.
Silly—foolish.
Funny—causing one to laugh.
At once—now, without waiting.
A sign—a mark or thing which tells something: "A crown is the sign of a king".
To dare—to be brave enough to . . .

(As the train comes out of the tunnel, the carriage becomes light again.)

LADY: My pin! Someone seized it and pulled it away in the darkness. Look!

UNPLEASANT MAN: Did you take it, boy?

BOY: Don't be silly! I don't want her silly pin!

UNPLEASANT MAN: Have some manners, boy, and answer me properly! Nasty boy!—I'm sure that the girl didn't move because she is just opposite me. That man and his wife didn't pass me, and they couldn't reach it. (*He looks at the Tall Man.*) It was one of you two . . . (*To the Tall Man*) . . . You could reach it. You could have reached across me.

LITTLE MAN: Ha! Ha! Ha! That's funny!

UNPLEASANT MAN: I see nothing funny in stealing a lady's jewels . . . (*To the Tall Man*) . . . Did you take it? Give it back at once! At once!

TALL MAN: I am a police-officer, sir . . . (*He shows a metal sign inside his coat.*)

UNPLEASANT MAN (*to the Nasty Little Man*): Then it was you! . . .

(The Little Man lifts up his hand: he is joined by a chain to the police-officer.)

LADY (*to Unpleasant Man*): I believe it was you! You're so nasty to everybody. You've got no manners. You took it!

UNPLEASANT MAN: How dare you! How dare you speak to me like that!

LADY: How dare you take my pin and then call everyone else a thief!

TALL MAN (*pointing under the seat*): There's the thief. The little girl's monkey got out of the basket. He's playing with the pin there, under the seat.

1422 words

Lesson Five. Exercises and Dictation

A. *** Act. * Action. * Active.**

To act means:

1. (as in Lesson 4) to play a part in a play; Actor, Actress.
2. to do something—" He acted very foolishly in selling his house." From this we get, **An action:** " Selling his house was a foolish action ". The man who is always doing something is a very **active** man.

Use these words in the blank spaces:

1. Let us stop talking; the time has come for . . . . It is time for us to . . . , but we must not . . . foolishly.
2. Faris is not very . . . in the business; Salim does most of the work.
3. This machine won't . . . ; it doesn't move.
4. Know a man by his . . . , not by what he says.

/-ment.

Form nouns and use them in the sentences below.

Move, Enjoy, Govern, Measure, Pay, Treat.

1. The . . . of the ship made me seasick.
2. The (ruling) of a big country is difficult.
3. Yards are used for the . . . of cloth.
4. I get much (pleasure) out of music.
5. The . . . of the prisoners was very bad.

B, C. Manners. Behave. * Behaviour.

To behave means to act towards other people.

To behave well means to be nice to other people.

A person who has bad manners does not behave nicely. He talks too loud; he eats in a dirty way; he says nasty things.

Say any things which would be thought bad behaviour at a party.

Manner.

The word " manner " in books sometimes means " way ": " Do it in this manner " = do it in this way; but we do not say that now. Manner usually means " way of speaking to people ". " He has a kind manner " means " He speaks as if he is a kind man ". Good manners means nice behaviour.

1. What does To behave mean?
2. What is Bad behaviour?
3. How does a person with bad manners behave?
4. Ziad has a . . . ; he is very funny; he always makes me laugh. What has Ziad? (*two words*).

Common.

Common means " often seen, often heard, often met ".

1. Say the name of a very common flower—fruit—bird.
2. Are elephants common in your country?—camels? cars? car-accidents? cinemas?

The Common people are the people whom one most often sees; they are not very rich, not very poor. So a rich man who thinks himself very important may say, " Faris is rather

common", or a rich woman may say, "Nada is rather common"—that means Faris and Nada have not very good manners.

D, E. You had better.

Finish the sentence:

1. You look very ill: (. . . doctor).
2. You look very tired: (. . . stop working).
3. You must be very hungry: (. . . food).
4. You will lose all your money: (. . . spend less).
5. You will have a car-accident: (. . . more carefully).

F. * Fun. * Make fun of. * In fun.

Funny things make people laugh. Fun means laughing and being very happy: "We had **a lot of fun** at the party." I said to Nada, "Oh, you look so ugly!" She was angry but I only said it **in fun.** (What does "in fun" mean?) The boys laughed at the man because he had strange clothes: they **made fun of** him. (What does "To make fun of" mean?)

1. On New Year's Day we . . . at our house.
2. The boys . . . Salim because he had long hair.
3. I said, "Oh, Hani, you are a fool!" But I only said it . . . .
4. I think Walt Disney's cinema-pictures are great . . . ; his pictures of animals are very . . . .

Dare.

(The question and negative of Dare are usually, Dare I? I dare not.)

1. (I am afraid to) go out at night.
2. (Are you brave enough to) jump into the river?
3. The village people (were not brave enough to) fight against the soldiers.
4. (Are you brave enough to) say "No! I won't go" to a policeman.
5. The horse was so dangerous that he . . . try to mount it.

Sign.

1, 2, 3, 4. The sign + means "add". What do these signs mean?— !, ?, =.

5. What does this sign on a soldier's arm mean?

6. What signs do you see on the roads, and what do they mean?

7. What signs do you see above shops?

Dictation

Scene	(Sc—)	Si**gn**	(—gn)
Carr**iage**	(—iage)	Tr**ou**ble	(—ou—)
Dou**bt**ful	(—bt—)	S**ei**ze	(—ei—)

The scene is a street. A horse-carriage has run over a boy. It is doubtful if the boy will live. There are signs of trouble: the people are angry. They seize the driver and begin to beat him. The police enter and take the man away. Then there is peace and the people go home.

Lesson Six. Composition

☛ *Before doing this lesson be sure to use the Review of Vocabulary, given in the Companion.*

1. **Talk about a ride in a bus or train.** (The people who got into the (bus); describe each. What they talked about. The †*conductor* who took the money. The places which you passed. The place where you stopped. How you came back.)

2. **Talk about Manners and Behaviour.** (In meeting people. In walking in the street. At a party. In eating and drinking.)

3. **Talk about things which are for the use of the public.** (Gardens or † *Park*, Hall, † *Library*, † *Museum*, Swimming

†(*Teacher give meanings if necessary.*)

place, Telephone, Post Office. In which places do you have to pay? What do you see and do in each?)

4. **Talk about Common and Uncommon things in your country:** use Arabic names of living things where necessary (Animals, Birds, Plants and Flowers, Ways of Travelling, Illnesses, Happenings—snow, storm, great heat, rain in (month)).

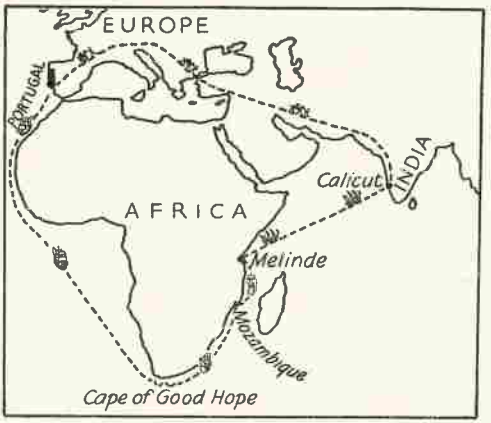
1426 words

Lesson Seven

THE SEA-WAY TO THE EAST

A.

Double—twice as much.
Amount—A large amount of = a lot of. A small amount = little, few.
Cheap—bought for little money.
Condition—state. "In a bad condition" = in a bad state.
Nation—a people under one government.
Increase—become more. **Decrease**—become less.



There are two ways of going from Europe to India and the East; one is over the land, and the other is round by sea.

Why did Palmyra and Baalbek and Dura Europa become empty ruins? They were ruined because Vasco da Gama discovered the sea-way to India.

You can see from the map that the distance is more than double by sea, but a ship can carry a far larger amount of goods than a camel, and it can carry goods far more cheaply. Conditions on the land-journey became very bad: there were wars and thieves, and each nation (through whose country the merchants passed) made the merchants pay.

So, although the distance was increased by sea, and the time of the journey was increased, the cost was decreased. Travel was cheaper and safer by sea.

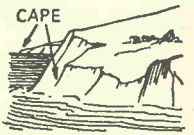
B.

Command—A captain commands his ship; he is **in command** of the men on the ship. He is their **commander.**

To bless—to ask God's favour to a person, to wish happiness.

Coast—the part of the land which is near the sea.

Cape. ——————————→



Sideways—to the side.

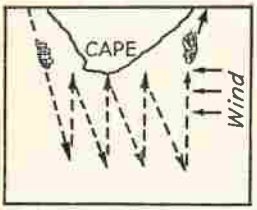
To gain—to get, to win.

Force—strength, power.

[*Reading word*—Set forth = set out, start]

Vasco da Gama set forth from Portugal in the year 1497 to discover a sea-way to India. He was in command of four ships. The Church blessed him and his ships, and the King came to see him start on his journey.

He sailed down the west coast of Africa, and all went well until he reached the Cape. This cape was discovered by Dias ten years earlier. Dias named it "The Cape of Storms" because the weather was so bad that he could not sail round it. The wind blew from the east all the time. So, when Dias tried to sail forwards round the Cape, the wind blew him backwards.



The drawing shows how Vasco sailed round the Cape. He sailed sideways to the wind. Each time he sailed sideways he gained a little distance. Then he sailed straight back towards the land; then out again sideways. But it was very hard work, and very dangerous. The force of the wind was so great that his ships could hardly stand against it. The waves beat on the ships with such force that the upper part was broken to pieces, and his men were so tired that they could hardly stand. But he sailed round the Cape.

Vasco named it the Cape of Good Hope. "It was the cape of storms," he said; "but to me it is the Cape of Good Hope because I hope now that I shall be able to sail on to India."

C.

To arrive—to reach a place.
He commanded them to—He ordered them to. **A command** = an order.
To hang up (a lamp)—Past, He **hung** up a lamp; it was hung up. ⟶
To separate—to be far from, not joined with the others; to cause to be apart.

(Forced to)—I am forced to do it = I must do it; I have to do it.

← **A bay.**

The shore—the sand and rocks between sea and land.

Vasco called the Cape the " Cape of Good Hope " because now he hoped to arrive at the coast of India.

It was evening, and the men were very tired. So he commanded the ships to keep close together and he sent a command to the captain of each ship to hang out a light. These lights were hung out so that the men on the ships might see each other, and no ship might become separated from the others. Vasco was afraid that, if a ship became separated, it might be lost.

The ships were now in great need of repair; so Vasco was forced to stop and find some quiet bay. He said, " In this bay I will pull up the ships on to the shore and make them ready to continue the journey ".

He sailed along the east coast of Africa. He saw high mountains and many little bays. The ships sailed into a quiet bay where there was a stream of good water. The men caught some fish in the stream and ate them, but the fish made them very sick.

They wasted a lot of time looking for a village, hoping that the people would supply them with food, but they could not find one.

D.

Very bad indeed—" Indeed " adds strength to other words. Very bad indeed = very, very bad! **Indeed it was** = it certainly was.

Season—time of year: " Winter is the cold season."

To whisper—to speak using your breath but not your voice.
(He is) **willing** (to do it)—He says, "Yes, I will do it".
Unwilling—not wanting to do it.
Farther, further—more far.
On condition that—if you promise: "I'll go on condition that you pay" = . . . if you promise to pay.

One of the ships was very bad indeed. Indeed it was so bad that it was not possible to repair it. So they burnt the ship to get out all the metal from it, and the nails. They put the seamen on to the three other ships.

The warm season (when the weather was good for sailing) was now ending. The stormy season began, and the weather became very bad indeed. The men began to whisper together: they did not want to go any farther. Vasco saw them whispering, and knew that they were making trouble.

When he gave the command to set out again, they were unwilling to start. They said, "We will not go any further this year. Let us sail back to Portugal. We will return in the good season next year".

Vasco answered, "How can you sail back to Portugal with no one to guide the ships? There are only two men who can guide you. I am not willing to help you. The other man may be willing, but he is my prisoner. I will set him free only on condition that you will sail on with me to India".

So, very unwillingly, the men continued the journey.

E.

Chief (**man**)—head (man). **The Chief**—the ruler, the leader.
Neither . . . nor . . . Neither A nor B = not A and not B.
"Neither did he" = and he did not.

Rope.
Unless you do it = if you do not do it.
A trustworthy man, a man worthy of trust—a man who can rightly be trusted.
Ocean—a very big sea: "The Atlantic Ocean".

They sailed on and arrived at Mozambique. There Vasco met an African Chief: he was the chief man of the people in that part of the country. Vasco asked the Chief to send a man with him to show him the way to India. The Chief promised to do this. But Vasco did not trust him; neither did he trust the Chief's servant. He trusted neither the Chief, nor the guide whom he sent. He took the man, but he watched him carefully.

Soon Vasco saw that the man was making the ships sail towards some dangerous rocks. Then he gave the command, "Seize that man, and put a rope round his neck!" Then he said, "Unless you tell me the truth, I shall order my men to hang you with this rope. Is this the right way to India?"

The man replied, "My Chief ordered me to make your ships run on to those rocks; then he will come and steal all your goods."

Vasco said, "Unless my ships come safely to land, my men will hang you!"

Vasco sailed on and came to Melinde. There he got a trustworthy guide—a guide worthy of his trust.

From Melinde he sailed for twenty-two days across the ocean. It was the Indian Ocean, and he saw no land until he arrived at Calicut.

F.

Court (of a king)—all the great men who are round a king and serve him; also the place at which the King meets the great men.

To bow. ——————————→

The price of—the money asked for a thing.

To spy—to see. **A spy**—a man sent to see things in an enemy country so as to help his own army.

To prove—to show that a thing is true. *Noun*, **Proof.**

Lord—A very important man is made a Lord, and his son becomes a Lord when he is dead.

There was a king at Calicut. Vasco put on his best clothes and went to the King's court. He bowed to the King and gave him a golden chair covered with red cloth and a large looking-glass; and he asked the King to allow him to trade with the people.

Now Vasco knew the prices which were paid for Indian goods in Europe. Of course those prices were very high. But he did not know the proper price to pay for these things in India. He paid double the proper price, and sometimes more than double the proper price.

The sellers of these goods began to ask higher prices from the merchants who usually bought the things. This made the merchants very angry. They went to the King and said, "We believe that this man, Vasco da Gama, is a spy. He has been sent by the King of Portugal to spy out this land. Then he will go back and bring an army."

The King of Calicut asked, "What proof have you got of this? How can you prove it?"

They said, "We can prove it quite easily. He pays

double the proper price for everything. Why does he do that—if he is not a spy?"

The King sent men to seize Vasco da Gama; but he escaped. He returned to Portugal. Then the King of Portugal made him Dom Vasco da Gama. "Dom" means "Lord". He became Lord Vasco da Gama.

More and more ships sailed round the Cape of Good Hope to India. Less and less goods were carried overland; and the land-ports—Palmyra and all the others—became empty ruins, as we see them to-day.

1463 words

Lesson Eight. Exercises and Dictation

A. Condition. On condition that.

Use the words in these sentences:

1. The house is in a very dirty (state).
2. I will let you use the car (if you promise to) drive very carefully.
3. The . . . of the car is as new.
4. I will come in the car . . . you let me drive.
5. He has promised to come to the cinema . . . I will pay for him.

Cheap. * Expensive.

Ask and answer:

If a . . . [†] . . . costs . . . [‡] . . . , would that be cheap? Or would it be expensive?

† [1. coat; 2. bicycle; 3. cinema-ticket; 4. meal in a café; 5. cup of coffee.]
‡ [*Say an amount of money.*]

B. * Edge.

A coast is the edge of the land. The shore is the edge of the coast.

1. Put your finger on the edge of . . . [†] . . . Where is your finger?
   † [your book,—desk,—paper,—a knife.]
2. What is a coast?
3. What is a shore?
4. With what part of a knife do you cut?
5. If you taste something very sour it "puts your teeth on edge". Show what this means.

C. To separate. * Separate. Separately.

Do and say:

Take up two ‡ (pieces of paper) together. Now separate them. Put them down separately.

‡ [pens, books, pencils, pieces of paper.]

Use the words in these sentences.

1. . . . the English books from the Arabic books; keep them . . . .
2. Faris and Walid do not work together; they work . . . .
3. With a microscope I can see each . . . hair on a fly's leg.
4. The house is . . . from the farm by a river.

D, E, F.

Say this sentence carefully: pronounce it right!

The bowman bowed to the King. Then he bent his bow and shot an arrow.

Dictation

1.

Ch**ea**p	(—ea—)
Incr**ea**se	(—ea—)
S**ea**son	(—ea—)
D**ou**ble	(-ou—)

Things used to be quite cheap after the summer season; but now they are expensive all the year. All the prices have been doubled.

2.

Pr**oo**f	(—oo—)
Pr**o**ve	(*one* o)
Trustworthy	(*no hyphen*)
Wh**i**sper	(-h—)

"What proof is there that I can trust you?" I asked. "You must prove that you are trustworthy. You may be a spy. If you are a spy I shall hang you."

"I am not a spy!" he whispered.

"I will take you on condition that you give me proof that you are not spying," I answered.

3. **Edge** (—dg—) **Indian Ocean** (I— O—)

He stood on the shore. The Indian Ocean was in front of him.

The farthest edge of the sea was red with the sunrise.

1466 words

Lesson Nine. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary, given in the Companion.*

1. **Look at a map and say as much as you can about each of the Oceans.** (Atlantic, Pacific, Indian, Arctic, Antarctic. What countries are on the shores of each? Ships go across this ocean to (city). Storms? Cold? Hot?)

2. **Describe any sea-shore where there are a lot of people.** Draw a plan first, put marks and names or descriptions to show people and where they are and what they are doing. Say time of day. Write from your plan. Don't forget to tell sounds and smells as well as what you see. (Useful word: To **paddle** = walk in the water.)

3. **Think of some coast which you know well (or look at a map of a coast). Tell how you sailed from** (place) **to** (place) **and what you saw on the way.** (Bay, cape, river, sand, shore, forest, mountain, city, village, steamboat, fishing-boat, swimmers.)

4. **Talk about the Seasons.** (Spring, Summer, Autumn, Winter. Weather. What do you do in each? What things grow in each? What do farmers do?)

5. **Talk about Prices.** What prices have increased, decreased? Where are (some things) expensive? Where are (some things) cheaper?

Lesson Ten

IN A LAW-COURT—A PLAY

A.

Court of law—a **judge** and **lawyers** (men of law) sitting in a room to do justice.

To judge—to decide.

To try a case—a judge tries a case; he hears what is said for and against and then he gives his **judgment**; he decides what is right. **A trial.**

Witness—a person who tells (in a court of law) what he has seen or what he knows.

The centre—the middle. **Central,** adj.—in the middle.

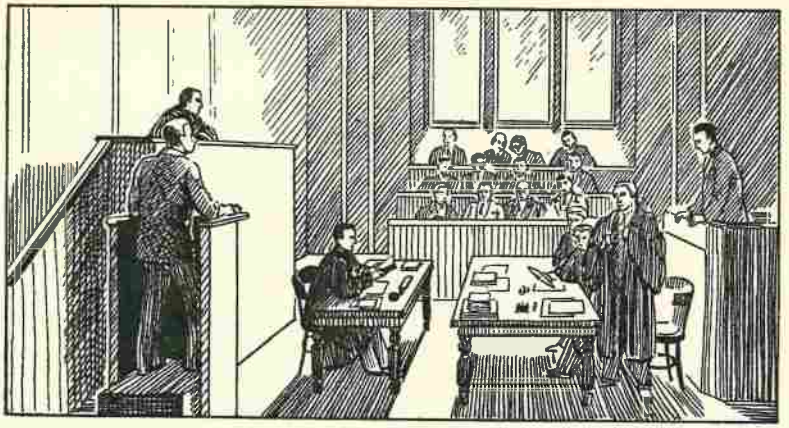
Tailor—a man who makes coats, etc., for men.

The scene is a court of law—a law-court. In the centre of the left-hand side we see the judge. The judge will try the case. At the end of the trial the judge will give his judgment; he will say which side is in the right and which side is in the wrong.

Below the judge we see the Clerk of the Court.

There is a large table in the centre of the court-room: the lawyers are seated at this central table.

On the left, there is the witness-box. The witnesses in the case stand there while they are being questioned by the lawyers.



The public are sitting at the back of the court. They are watching the case and hearing what is said.

The case which the judge will try is between Ziad, a tailor, and Hani, a small shop-keeper. The case is about payment of £20 for a coat.

B.

An artist—An artist makes beautiful things. Painting pictures and carving are **Arts.**
To agree to do it—to promise to do as asked.
A fellow—a man. (This word is used of a close friend—or of an enemy.)
Wear (wore, worn)—to put on and use (clothes).
Least—smallest (amount).

CLERK OF THE COURT: Call the next case! Ziad, tailor, against Hani, shop-keeper, for the amount of twenty pounds (£20), the price of a coat.
ZIAD: Sir! I am NOT a tailor! I am an 'Artist in Men's Clothing'. My work is an art—not a common trade.
CLERK: Silence in court! Sit down!

JUDGE: Call Ziad, tailor.

CLERK: Ziad, tailor! Come forward!

(*Ziad goes into the witness-box.*)

ZIAD'S LAWYER: Now, sir—this man, Hani, asked you to make a coat for him, and you agreed to do so. Is that right?

ZIAD: I don't usually make clothes for common fellows like that. But I was sorry for the poor fellow: his wife . . .

ZIAD'S LAWYER: Yes, yes! You agreed to make a coat for him?

ZIAD: He said, " I want a beautiful coat. My wife says that the coat that I'm wearing is ugly, and the coat worn by Kamal, the taxi-driver, is nice". He said, " I want you to make a coat better than the coat that Kamal is wearing". So I agreed to do so.

ZIAD'S LAWYER: The price agreed on was twenty pounds?

ZIAD: He said, " The price doesn't matter. My grandfather has died and left me a lot of money." Now the least amount that I ever ask for one of my works of art is fifteen pounds. He wanted my best.

C.

To offer—to say " I will do it " or " I will give ". **An offer.**
To try on a coat—to put on a coat to see if it is right.
To fit—(1) to be of the right size and shape; (2) to change a thing so that it is the right size and shape.
(A) **complete** (**thing**)—a whole thing, all of a thing.
To complete (a piece of work)—to finish all the work.
Completely—quite, wholly.
Delighted—very pleased.
I suppose that—I think (guess) that.
Perfect—so good that it cannot be made better.

ZIAD'S LAWYER: How much did he offer to pay you?

ZIAD: He didn't say any amount, but I offered to make the coat for twenty pounds, and he agreed.

ZIAD'S LAWYER: He agreed to your offer. . . . The price was agreed on. You cut the cloth. . . . You tried it on him; you fitted him with the coat. You completed the work. He took the coat away. And now he is unwilling to pay for it. Why?

ZIAD: At first he said that he was delighted with it. Then he came back and said, " My wife doesn't like it. She says that it's different. She says that it isn't like other men's coats and she won't let me wear it ". —Of course it's different! I am an artist! I don't make coats like any common tailor.

ZIAD'S LAWYER: I suppose that it was too good for him?

ZIAD: Far too good! It was, indeed, perfect! A perfect work of art—and it was completely wasted on him. But I want my money.

JUDGE: Call the next witness: Hani, shop-keeper.

CLERK: Hani, shop-keeper! Come forward!

HANI'S LAWYER: Now, tell the judge just what happened.

D.

An article (in a newspaper)—a piece of writing.
A lie—an untruth. **A liar**—a person who tells untruths.
Cream—the fat part of milk; a yellow-white colour.
A band—a long narrow piece.
To pretend (to be pleased)—To act in such a way as to make people think that (you are pleased).

HANI: My wife said, " Why do you wear such ugly clothes? They don't fit you; they look terrible!

Why don't you wear nice clothes, like Kamal, the taxi-driver?"

HANI'S LAWYER: And I suppose you answered, "I'm a poor man. Where do you suppose I'm going to get the money from?"

HANI: That's perfectly right! That's just what I said. Then my grandfather died and left me some money. She showed me an article in the newspaper. I suppose that the article was written by this fellow, Ziad, himself. It was about "Tailoring as an Art"; and she made me go to him and order a coat.

HANI'S LAWYER: Ziad says that you were delighted with the coat when it was completed.

HANI: That's a lie! The man's a liar!

HANI'S LAWYER: Yes, yes. Quietly! What did you think of the coat when you saw it?

HANI: I thought that it was terrible! The colour was the colour of cream—light yellow: it would show all the dirt; and the shape was quite different from any other coat I've ever seen. But it had a band round the middle like Kamal's coat, and big pockets like my wife's coat. She's got a cream-coloured coat, too. So I pretended to like it because I supposed she would be delighted with it.

HANI'S LAWYER: But she didn't like it? Tell the judge what she said.

E.

It suits (**him**)—it looks or is right for him. **Suitable**—right, fitting, what is needed.

Forgive, (**forgave, forgiven**)—not be angry because of a wrong. "You broke my bicycle. It doesn't matter: I forgive you."

Curious—strange.
Creature—living thing. (The word can be used of any living thing, insect, fish, animal, man.)
Appear—be seen, seem (to be). **His appearance**—how he looks.
Serious—solemn, not laughing or playing ; not to be laughed at.

HANI: She said, " It looks perfectly silly. It doesn't suit you and it doesn't fit you. It's a woman's coat ". Then she got very angry; she said, " I'll never forgive you for being such a fool ". And she hasn't forgiven me yet.

ZIAD'S LAWYER: It is very curious that you said nothing about this until Ziad asked you for the money.

HANI: Women are curious creatures. And my wife is a woman. I hoped that she might begin to like the coat after a time—or perhaps pretend to like it. But then Faris came to visit us, and he said . . .

HANI'S LAWYER: We will call Faris and hear what he has to say.

JUDGE: Call the next witness: Faris from the Eastern Clothing Company.

CLERK: Call Faris! Faris come forward!

HANI'S LAWYER: You work for the Eastern Clothing Company? . . . And you looked at the coat? Tell me what you thought about it.

FARIS: Well, of course, it didn't appear to me at all suitable for my friend. It didn't suit him, as you can see from his appearance. He is a very serious man; but that is a strange and curious coat, more suitable for a young man—a young and rather foolish fellow, perhaps.

F.

Material—(1) what anything is made of; (2) cloth.
Give way—become broken or pulled apart.
Opinion—thought. " My opinion "—what I think.
Matter—thing, happening, thing which must be dealt with.
Honest—trustworthy. **Dishonest**—lying, stealing, untrustworthy.

HANI'S LAWYER: Was the coat well made? Was it made of good material?

FARIS: At first appearance it seemed all right, but when I looked closely I saw that the sewing was hurried and careless, and when I pulled it, it gave way.

HANI'S LAWYER: What about the material?

FARIS: It was a rather cheap material made for appearance rather than wear.

ZIAD'S LAWYER: You sell clothes: but are you a judge of cloth? Is your opinion of any value? For example, can you tell me who is wearing the best cloth in this court-room?

FARIS: I do not sell clothes. I am a buyer of cloth. I buy dress-material for my Company, and they trust my opinion. The best piece of cloth in this room is the coat worn by Hani. It is very old, made before the war. They don't make cloth as good as that now.

JUDGE: Ziad, tailor . . . Stand up! This is a very serious matter. This honest but foolish fellow, Hani, came to you trusting your honesty to give him good value for his money. You are not an artist, but a common thief. You have behaved most dishonestly. Hani will give you back the coat and will pay you nothing. You will pay all the costs of this case. The police

may think seriously whether to take further action. Call the next case.

CLERK OF THE COURT: The Eastern Clothing Company against Kamal, taxi-driver; for twelve pounds, the price of a coat.

1501 words

Lesson Eleven. Exercises and Dictation

A, B. *** At least.**

Make sentences using: "At most", "At least".

1. I want a house . . . 4 rooms . . . 8 rooms.
2. This car can go . . . 50, . . . 100 miles an hour.
3. Kamal can swim . . . 100 metres, . . . 500 metres.
4. This parcel weighs . . . 2 kilograms, perhaps more.
5. I can pay you £2 . . . , not a penny more!

*** Wear out.**

1, 2. In how many months (years) do you wear out your shoes?—a coat?

3. What happens to worn-out clothes?
4. Who wears out clothes fastest in your home?

*** Fellow** (= companion).

Fellow = (1) a person, (2) a person who does something with another person.

Make sentences:

1. Faris, Walid—school-boys.
2. Nada, Fadya—school-girls.
3. Ousama, Saladin—soldiers.
4. Miss Kenaan, Miss Kakish—teachers.

C.

Fit it in. **Fit up** (= fix, make ready).
Fit for (= good enough for). **Fit to** (= good enough to).

Use the above words in these sentences and ask a question on each sentence.

1. There are too many books in the box: Karim can't . . . this book . . . .
2. Walid . . . a shelf in his bedroom.
3. Ziad has . . . up the hut as a work-room.
4. Riad is not . . . be a coal miner: he is not strong enough.
5. " Blood and Death " is a bad book; it is not . . . children to read.

D, E. Curious. * Curiosity.

Curious means:

1. —strange (so that you want to ask questions) " That is a curious thing: what is it? "

2. —wanting to ask questions. " She is very curious: she always asks what I am doing."

Curiosity means:

1. —a strange thing. A ship inside a bottle is a curiosity. A curiosity-shop sells curious things.

2. —the wish to ask many questions.

1. What do you want to do when you see a curious thing?
2. What do seamen bring back from their travels?
3. He asked, " What are you doing? " I said, " Don't be so . . . ! "
4. There is an English saying: " Curiosity killed the cat ". Look at the pictures and tell why.

Appear. * Disappear.

Make sentences using Appear, Disappear:

1. Clouds . . . after rain.
2. The police . . . so the thieves . . . .
3. The child saw a fairy; then it . . . .
4. Someone is stealing my eggs; two or three . . . every day.
5. A red mark . . . on my face, but later it . . .

F. Material.

Material = the stuff of which something is made. Of what material is [. . .†. . .] made?

† [1. your coat ; 2. a rich lady's dress ; 3. a table ; 4. a crown; 5. a knife ; 6. a suit-case or travelling bag.]

A matter. * It matters. It doesn't matter.

A matter = an important thing. To matter = to be important.

1–5. With what matters does a [business man] deal?
[lawyer, banker, doctor, teacher]

6–9. To whom does [rain] matter most?
[rain, money, health, a storm at sea, do people's quarrels]

Dictation

G.

Curi**ous** (—ous)
Deli**ght**ful (—ght—)
Dis**app**ear (—s—pp—)
Su**pp**ose (—pp—)

(NOTE. English people write centRE; Americans write center.)

1. In the centre of the town there is a delightful garden. In the centre of this garden there was once a curious triangular building of cream-coloured stone. It was quite a curiosity. It has now disappeared. I suppose it was destroyed during the war.

2. O**p**inion (—p—)
T**ai**lor (—ai—)
Material (—t—)
S**e**wn (—e—)

* A **suit** of clothes

In my opinion Faris is the best tailor in the town. He makes well-fitting, well-sewn suits of good material. I have worn this suit for at least ten years and it is still a perfect fit.

3. (NOTE:—Judgment *is sometimes spelled Judgement,* but Judgment is becoming more common.)

Jud**gm**ent	(—gm—)	Li**ar**	(—ar)
Law**y**er	(—y—)	T**ri**al	(—ia—)
Witne**ss**es	(—ss—)		

There was a long trial of the case. Many witnesses were called, and some of them were certainly liars. The lawyers made long speeches, and at the end of the trial the judge gave his judgment.

Lesson Twelve. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

Note: **If I were a king . . . I would.**

Notice this tense: "If I were, if you were, if he were, if we were, if they were" . . . This does not mean past time. It means, "If I happened to be (but I am not)".

Example: "If I were a king, I would have a crown". So also, "If I **did** (my lessons) better, the teacher would be pleased" (but I don't do my lessons well).

Make sentences:

1. (Eat) more, get fatter.
2. (Work) harder, get more money.
3. (Know) English, be able to go to England.
4. (Wear) less clothes, feel cooler.
5. (Speak) louder, be heard.
6. (Have) enough money, buy that car.

1. **If you were a king what would you do for your people?**
2. **If you were very rich what would you do with your money?**
3. **If you suddenly became poor and had to work for your living to-morrow, what work would you do?**
4. **If you had to go and live alone on an island what things would you take with you?**

1507 words

Lesson Thirteen. ABOUT WORDS

A.

Language—Arabic is a language.
English is a language.
Ordinary—usual.
Seldom—not often.
Everyday (things)—things seen (heard, done) every day.
Sword ——————————→

SWORD

Strike (**struck**)—hit. **A stroke**—one act of hitting.

[*Reading words*—Arise, grant]

There are two sorts of language in Arabic, the language of books,—and the ordinary language spoken every day in the homes and in the streets : this is " Everyday " Arabic. These two Arabic languages are very different.

There are also two sorts of English, the High English of books, and the ordinary everyday language which English people speak. These two English languages are not very different, but there are some words which are used quite a lot in books but seldom used in speaking. I get up from my chair, but in a book we read " The King rose "; or if the writer wants to be very solemn, he writes " The King arose ". " Arise " is a book-word for Rise, or get up; it is used only of big or important things.

Strike (struck, has struck) means Hit. I hit the donkey with a stick, but in a book we read, " Ousama struck him with his sword ". " Strike " is used of big or solemn things: " The ship struck a rock ". A stroke

means a hitting: "He cut off his enemy's head with one stroke of the sword". "A stroke of the pen" means one line or a very little piece of writing.

To grant means to give. In speaking I say, "Please give me some money". But in books we read, "O King! grant me what I ask"; "The King granted him a piece of land."

B.

Lips. ——————————→

Pale—white, bloodless.
Faithful—honest, trustworthy.
To bleed—to let blood out: "A deep cut bleeds a lot."

[*Prayer and poetry words* (*not listed*): Lo!, thou, thee, thy, thine; thou art; thou wilt; it maketh.]

There are certain words which are used only in poetry and in prayers to God. In everyday English we say, "You are", but in prayers and poetry we read "Thou art", or (for several people) "Ye men are". Instead of "You,—your", we read "Thou, thee,—thy, thine"; we read "Thou wilt" for "You will", and "He maketh" for "He makes".

You must never speak or write these words, but you may need to know them for reading. You need to know what they mean so as to read poetry and good books.

Put this into Everyday English:

"I see thee! Thou art the man, and ye two others were with thee. Lo! Thy lips are pale and thy hand shaketh, and thy head is bleeding."

This is a prayer: put it into Everyday English. (Use a big letter for You, Your, when it means God):

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"Lord, we pray Thee that Thou wilt make us Thy faithful servants in little things.

"For those who serve Thee faithfully in little things, will be faithful also in great things."

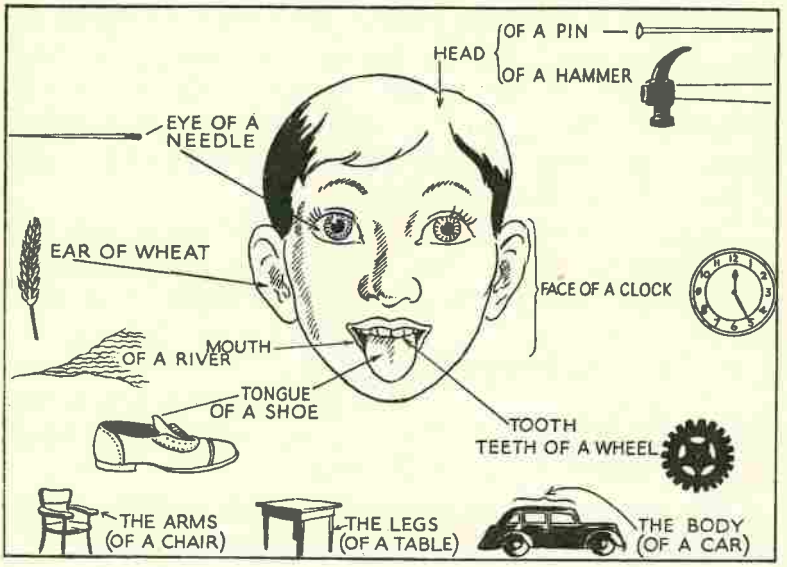
C.

An **ear** of wheat.
A **hammer.**
A **tooth, teeth.**
} See picture below.

THE SPREAD OF WORDS

A word has one chief meaning, but that meaning often spreads to cover a lot of other things which are rather like the chief meaning. A leaf means the flat green thing on a tree: but what does it mean here? "He was turning over the leaves of a book."

Here are some "spreads" of easy words:



You can usually guess these "spread" meanings when you meet them in reading. Don't think that "Head" always means that big thing on the top of your body: it means the big thing on the end of almost anything—the head of an axe, the head of a hammer. So it also means the most important part of a thing, the head boy of the class, and the Headmaster.

1520 words

Lesson Fourteen. Exercises and Dictation

A. Strike, Struck. * Luck, Lucky.

Read and answer questions.

A curious thought struck me. I said, "It strikes me that we may perhaps see the Queen to-day. What a stroke of luck! We are lucky! She is very striking: she is strikingly beautiful. I was quite struck by her beauty".

My friend said, "Oh, I'm not interested". He struck a match and lit his cigarette.

Just then the clock struck twelve.

1. What did the "curious thought" do?
2. What is another way of saying, "I think that . . ."?
3. What do you call a nice thing which happens to you?
4. What is the word for people who often win at games although they don't play well?
5. What is a *very* beautiful woman? How beautiful is she?
6. What do you feel when you see something very beautiful?—"I am . . . by it."
7. What do you do with a match?
8. What does the clock do when it sounds?

B, C.

See if you can guess the meaning of these words. Say in other English words what the sentences mean.

1. He is in the *autumn* of life.
2. My *Baby* Austin car goes very fast.

3. He is of the *blood* of Kings; he is *blue-blooded.*
4. 40,000 feet is the *ceiling* for this aeroplane.
5. This horse has a very fine *coat*; it is very healthy.
6. He is very *deep*: I never know what he's thinking.
7. This great big house is a *white elephant*: I can't live in it and I can't sell it.
8. Give me just a *finger* of cake, not a big piece.
9. The crowd was *fired* by his words, and shouted "Long live the Emperor".
10. I don't agree with the book but it gives me *food for thought.*
11. I'm *in a hole*: can you help me by giving me £100?
12. A cake with white and red *icing.*
13. A *neck* of land.
14. She *nosed* out my secret.
15. Is he good at football? No, he's a *rabbit.*
16. I said nothing to hurt you: you are too *thin-skinned.*
17. A *string* of camels.
18. He *keeps a good table*: you'll always get a good meal at his house.
19. All *the world and his wife* were at the party.
20. He's *yellow*: he'll never be a soldier!

Dictation

Sword (Sw—) Ha**mm**er (—mm—) Lang**uage** (—uage)

My servant is faithful, but not very clever. He struck the explosive with a hammer! I stood by, sword in hand. My lips were pale. I cried out in the man's own language, "Run!"; but he did not move. Luckily the thing did not explode. I have seldom had such a lucky escape—or felt so afraid.

1521 words

Lesson Fifteen. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

1. **Write about a battle, using these words as often as possible:** Strike, Struck, a Stroke.

2. **Think of some Arabic word which has a great many meanings. Write about it in English.**

Lesson Sixteen. YOUR CLOTHES

A.

A fur coat.

Tight. **Loose.**

Fur—the soft hairs on an animal.
Heat—hotness.
A layer of—a flat sheet of something on something else; "A layer of sugar on a cake".
Sweat—salt liquid coming out through the skin.
Therefore—so, for this reason.
Plenty of—more than enough of.

Why do you wear clothes? You wear clothes for the same reason as animals have fur. The fur keeps them warm in cold weather, and it keeps the heat of the sun from burning their skin in hot weather.

How do clothes keep you warm? The clothes themselves are not warm: they keep you warm by holding a layer of dry air round your body. Heat cannot pass easily away from your body through dry air. When your clothes are wet, the air round your body is wet and heat passes out. Heat passes easily through wet air; so wet clothes make you feel cold.

Tight clothes do not keep you warm because there is no layer of air between the clothes and your skin. Loose clothes fit round you, but do not press on to you, so they are warmer: there is a layer of dry air under them.

Tight clothes easily become wet with sweat and so make you feel cold. The sweat spoils the cloth and you soon have to buy new clothes.

Make sure, therefore, when you buy a new suit of clothes, that there is plenty of room inside it.

B.

To admire—to think that a thing is beautiful, good, etc. **Admiration.**

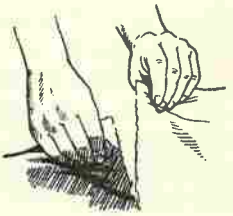
To stretch—to pull out longer or wider.

Wrinkles—folds in the skin of the forehead or round the eyes; so also in cloth.

A bargain—a good thing bought at a low price.

To tear, tore, is torn—to pull apart: "He tore the paper in half".

Sensible—wise.



(**To tear**)

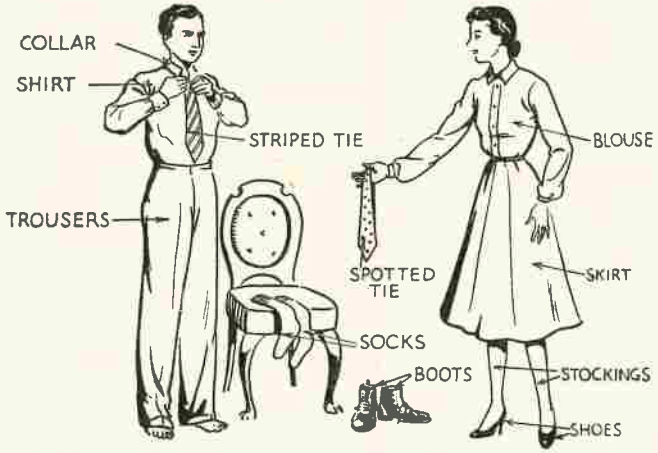
Some men think that a tight-fitting suit of clothes looks nice. They want to be admired! They want not warmth, but admiration. The suit may look nice at first, but a tight-fitting suit soon stretches. When the cloth stretches it gets wrinkles in it and looks very bad. A well-fitting but loose-fitting suit doesn't stretch and looks nice for a longer time.

Some women buy clothes only for their appearance: they want plenty of new clothes. They can't buy a lot of good clothes; therefore they buy cheap bargains. Clothes of bad quality are made of bad material which tears easily, and loses its shape. The clothes soon become torn and shapeless, and they look what they are—cheap and nasty.

Other women say, "I don't care how I look. I wear sensible clothes to keep me warm"—and they buy ugly clothes which do not fit. It is not sensible to look ugly, and badly fitting clothes do not wear well.

Good clothes always look nice, even when they are old. Good clothes show that the wearer is a sensible person who knows what is best and cheapest in the end. Therefore, it is cheaper to buy good clothes even if they are expensive.

C.



In order to do the Composition in the next lesson you need to know the names of the commonest clothes. (There are other names which you will find useful if you are a girl.)

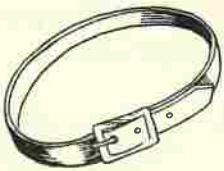
Every boy and man wears a shirt. Some shirts have the collar sewn on; some shirts have loose collars (collars not fixed to the shirt). A woman's shirt is called a blouse. When you are wearing your best clothes you have a tie. Some ties are all of one colour; most ties have stripes; they are striped. Others have spots of a different colour from the tie. A man wears trousers. A woman wears a skirt.

Men wear socks and sometimes they wear boots. Women wear stockings and shoes.

D.

To knit.

A **button.**



A **belt.**

A **pull-over** (*or* Jumper).

Waist.

Waistcoat.

To fasten—" Fast " here means " so that it does not move " —" Fix it fast ". To fasten means to fix so that it does not move.

Most clothes are made of cloth, but some clothes are knitted. All stockings and socks are knitted. Some boys and some girls wear a knitted thing on the body: it is pulled on over the head: so it is called a " pull-over ". (It is sometimes called a Jumper.)

Clothes are fastened together with buttons. The button goes into a button-hole. Some clothes are fastened with a metal fastener: you pull a thing up to fasten it, and pull it down to open it. It is called a *Zip*-fastener. ⟶

A man usually holds up his trousers with a belt round his waist. Women also wear belts. A man's belt is made of leather. Sometimes a woman's belt is made of cloth and is part of her dress.

This is called a waistcoat because it comes down as far as the waist. Other coats go down below the waist.

1551 words

Lesson Seventeen. Dictation

Knitted	(K—)	**W**rinkle	(W—)
Barg**ain**	(—ain)	Stre**tch**	(—tch)
Loose	(—oo—)	**Wai**st	(—ai—)
Ti**ght**	(—ght)		

Note: It wasn't sensible OF ME TO do it.

I bought this knitted pull-over as a bargain, but it was a bad bargain. It wasn't sensible of me to buy it. It was loose when I bought it, but now it is far too tight. When it was washed it became smaller. It wrinkles up round my arms and it won't stretch down as far as my waist.

Lesson Eighteen. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

1. **Write about all your clothes—new clothes, old clothes, worn-out clothes, the clothes which you are wearing now.**
2. **Describe your father's and your mother's (or brother's and sister's) best clothes.**
3. **Describe a man (or woman) who was dressed in a very funny way.**

Lesson Nineteen

"IN A HOLE"

A STORY OF RED INDIANS

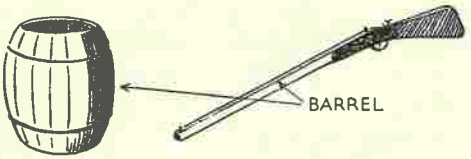
A.

Border—edge.

To owe money—to have to pay money: "I owe him ten pounds for the bicycle. I have not paid for it yet."

To pause—to wait before speaking. **A pause**—a short silence.

Limbs—legs, arms, wings.



A barrel. **The barrel of a gun.**

Swift—quick, fast.

To keep up with—run as fast as, not be behind.

Still less—even less than that.

The scene was a small hotel on the border between Canada and America.

"I'm in a hole," said the young man.

A very old man looked at him: "What do you mean by that?—'In a hole'?" He was the tallest, thinnest man I've ever seen.

"I mean that I owe money to my tailor, and I haven't got the money to pay him."

"Do you know where those words 'In a hole' came from?" asked the old man. "They mean something much more than not being able to pay money to a tailor. My great-great-great-grandfather was the start of that saying. I'll tell you the story." . . . He paused: then he began:

It happened about two hundred years ago, when the French, helped by the American Indians, were fighting against the British on the borders of Canada. People called him "Lanky": that word is used of a fellow with long limbs like me. They used to say that he was so thin that you could pull him through the barrel of a gun. He was the swiftest runner in the British Army: he could make his way through thick forest so swiftly that even the Indians couldn't keep up with him, still less catch him.

B.

To track—to follow a person by seeing his **tracks** (= marks left on the ground).
Position—place.
A tribe—a number of families living together under one chief.
A message—news or orders sent by letter, or spoken by the **messenger** (person sent).
Urgent—which must be done at once.
Cruel—unkind, causing unnecessary pain. **Cruelty.**
A General—the commander of an army.

Lanky's great friend was a fellow named Adams. He wasn't as quick on his feet as Lanky, but he was very quick with his ears and his eyes. He was a wonderful tracker. He could follow the track of a man over the worst ground. A broken stick, the smallest mark in the dust would tell him if a man had passed that way. They were both serving with the Northern Army under General Blaine.

Early one morning, the General sent for the two men.

"Men," he said, "our army is in a dangerous position. I'll show you our position on the map." He pointed. "Here, on the north we have the French: there, on the south, there is a large tribe of Red Indians, and another tribe, a smaller tribe, is in this forest on the west. Here, beyond the forest is General Rawson's army. I must get a message through to General Rawson telling him our exact position, and our strength: I should say 'our weakness'! This is urgent—very urgent. We may be attacked any day now. It will be dangerous: if you are taken prisoner by the Indians you must not let my written message fall into their hands. Destroy it or hide it at the first sign of danger, and try to get through yourselves and tell the General what you know. If you yourselves fall into their hands, you must not tell them anything! You know how cruel they are. You know what cruelties they may use to make you speak. You must die silent. Do you understand?"

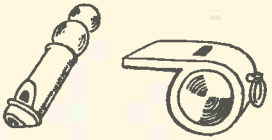
"Yes, sir. We will start at once."

C.

So as to—in order to. **So as not to**—in order not to.
To fetch—to go and bring back.

Smoke.

To whistle.



A whistle.

(**A little way**)—a short distance.
To imitate—to make or do something like another thing. "Imitate a person's voice." **An imitation** of. . . .
To threaten—to say that you will do something bad to a person. **A threat**—a promise of danger or hurt.
Ashes—matter left after a fire has burnt out.

So they set out, Lanky finding their way through the forest, and Adams keeping his ears and his eyes well open. They travelled fast. By midday Adams was so tired that he could hardly keep up; so they decided to stop and have a meal in a clearing (an open space) in the forest.

Lanky began to make a fire, using dry wood so as not to make a lot of smoke. Adams went off to fetch some water from a stream which they had passed a little way back. Soon afterwards Lanky heard a whistle like the call of a bird. But it was not a bird: it was Adams imitating the call of a bird. It was such a good imitation that even the Indians would not know what it was. But Lanky knew it: it was Adams' danger call.

Lanky looked up: he saw a branch move. He saw two eyes quickly disappear among the leaves. He looked carefully round; he must not let the Indians know that he had seen them; but he noticed a movement in the long grass on the south. There were Indians on two sides of him, north and south.

Lanky and Adams had made a plan in case of any serious threat. "If we are seriously threatened," they said, "we will separate. Adams will run back and fetch help. Lanky will go on as fast as he can, trusting to Adams to follow him if he can and bring help." That was the arrangement.

Lanky did not hurry. He pretended to eat a few mouthfuls of food. Then he quickly put his things together. He very carefully put out the fire. Then he pushed the remains of the food into the warm ashes.

He stood up and, unhurriedly, set off towards the west. But as soon as he was among the trees, he started to run.—He ran for his life!

D.

A coward—opposite of A brave man.
To yield—to give way, not to fight any more.
To depend on—to "hang from", to trust to the help of. "Children depend on their mothers for food."
Skill—the power of doing things cleverly with your hands or body. **Skilful.**
To creep (crept)—to move on your hands and knees.
Underneath—under.
A group of men—a number of men gathered together.
But for one thing—if one thing had not happened.

Lanky was not a coward: he wasn't afraid to die, but he was afraid of the cruelties which the Red Indians might do to him. In such pain he might yield; he might say something which would put the whole army in danger. The safety of General Blaine's army, the lives of his friends and fellow-soldiers depended now on his skill and on the swiftness of his feet!

He ran, turning from side to side so as to make his

way through the trees and bushes, creeping underneath where the branches barred his way. He was leaving the Indians behind. They could track him: they could follow his tracks, but they could not cover the ground as fast as Lanky's long legs could travel; and a group of men, stopping to see his tracks, could not go as fast as one man, the most skilful runner in the whole army.

He would have escaped, and those words " In a hole " might never have come into the language so that foolish young men would say it in after years about money owed to a tailor: he would have escaped but for one little thing.

E.

Fortunate—lucky. **Unfortunate**—unlucky. **Good fortune**—good luck. **A misfortune**—a piece of bad luck.

A log—cut or fallen tree.

A thorn.

Heel.

Sore—painful.
Hardly—with difficulty. **Hardly any**—almost none.
Hollow—with a hole in it: opposite of Solid.

With good fortune, Lanky might have got away; but that day he was unfortunate. One little misfortune spoiled his chance.

As Lanky jumped over a log lying across his path, his right foot came down on a thorn. The thorn went into his heel. He ran on, but his heel soon became so sore that he was forced to stop and pull the thorn out.

He ran on again, but unfortunately the heel swelled up and became more and more painful. He ran more and more slowly. Soon his foot was so sore that he could hardly walk. He heard the Indians following him—nearer and nearer. There was only one thing to do now—only one hope of escape, and that was a poor hope indeed! He must find some place in which he could hide, in the hope that the Indians would run on past it.

He pressed on as fast as he could. His sore heel almost made him cry out with pain at every step. Then he saw it—the perfect hiding-place. In a clearing on his right a tree had fallen down. It was hollow: there was a big hole up the centre of the tree. This hole was far too small for any ordinary man to creep into; but Lanky was not ordinary. He knew that he could creep into the hollow tree and make his way far along it towards the branches, and so be well hidden. The tree was not straight; so they could not shoot up at him, even if they found him. He was saved!

F.

Instantly—at once. **An instant**—a very short piece of time.
To search for—to look for, to try to find.
Crackle—the sound of burning sticks or of walking on broken glass.
Flames—the burning gases from a fire.
Despair—loss of all hope.

Lanky crept into the hollow tree pushing his gun in front of him. The hole was longer than he expected. His gun was now almost at the top of the tree, while his body was in the centre safely past the bend. A small hole in the tree, left by a broken branch, gave him air.

"Safe!" he said, "safe—if Adams comes in time!" Then a thought struck him. "No! I am in a trap. Adams will bring help. But how can I shout to him to tell him where I am? He may pass within a few yards of this place. How can I make any sign to him?"

He decided to creep backwards out of the log. Just at that instant he heard voices. He stopped instantly and lay still. The Indians had tracked him. He heard them searching for him all over the clearing.

"He's not here. He has gone on. Quick! We shall miss him!"

"No! He cannot travel fast; he has hurt his heel: I saw that in the dust."

Then another voice cried, "Here! He is in here!" A group of Indians gathered round the end of the fallen tree.

"Shall I shoot?"

"No: our orders are to take him alive. They will pay a lot of money for him—and for what he knows . . . Come out! And we will let you live."

Lanky gave no answer. . . . There was a pause. Then the voice said, "If you do not come out, we shall burn the tree." He gave no answer.

A few instants later he heard the crackle of flames, and through the air-hole he smelt smoke.

"Now, that," said the tall man, "is what I call really 'being in a hole'! Lanky was really in a hole; he had hardly any hope of escape; but he didn't despair, and he didn't yield. He lived to become my great-great-great-grandfather. How did he get out of that hole?"

G.

To calculate—to find the answer to a question of numbers.
A camp—many tents in one place.
(**As for**)—about, speaking about.
Conscious—seeing, hearing, knowing what is happening around oneself. **To lose consciousness**—to fall and see and know nothing.
To recover—(1) to get back: "He recovered the money"; (2) to get well after illness.
To burst—to explode. **A burst of**—a sudden explosion of.
To cheer—to shout. **A cheer.**

Some time had passed since Lanky crept into that hollow tree. It was some time before the Indians found the clearing, still more time before they discovered the hollow tree; and it takes some time to set a tree on fire. Lanky calculated the time. "If help is coming from the camp," he calculated, "it must be very near now. A shout would bring them. But I cannot shout: my shouts would not be heard from inside this tree. As for the fire—fires are common enough in the forest. They will not be led by that."

Just at that instant there was a loud explosion. Something seemed to strike Lanky on the head, and he lost consciousness.

When Lanky recovered consciousness he seemed to hear the sound of fighting; then a burst of cheering. The tree was full of smoke. He could hardly breathe. He put his mouth to the air-hole and shouted: "Here! Here!—Adams! Adams! This is Lanky—in here!"

He was saved. What had happened?—You are clever: of course you know the answer . . . The heat of the fire made his gun burst.

Suppose they had caught him! Suppose they had got the General's letter and learnt all about General Blaine's position and his weakness? But of course you know where he hid the letter?

(Based on "The Timely Shot", Anon., *52 Stories for Boys*, A. H. Miles; Hutchinson & Co., 1889.)

1559 words

Lesson Twenty. Exercises and Dictation

A. * A track.

To track means to follow marks on the ground. A track means a mark on the ground: "The track of a wheel". It also means a path or road prepared for something to go on: "A railway track" (= railway line), "a race track". A race track is the place where cars or cycles race. (Horses race on a race-course.) "Off the beaten track" means "away from the places on which people often walk (beaten with their feet)"; and so it means "far away in the country in places not visited by many travellers".

1. What does a wheel leave on the ground?
2. What does a tracker follow?
3. On what do trains run?
4. Where do cars and bicycles race?
5. Livingstone went on a journey into the centre of Africa. Where was he? "Off . . . . . .".

B. * General. A General.

General means "for all, common to all". The General Post carries letters for all people. Buses are used by the general public. A general servant does all sorts of work—cooks, and cleans the house.

A captain is in command of one company of soldiers, or one company of horsemen, or one group of guns. A General is a high officer who is in general command of all the companies

(soldiers, horsemen, guns). He has a general command over the whole army.

1. What does " General " mean?
2. What things are for the general use of the public?
3. What does a general servant do?
4. What sort of command has a General?

Urgent. * To urge. * An urge.

I urged him to go = I spoke strongly telling him to go. An urge = a strong desire.

1. What does [an officer] urge [his soldiers] to do?
   [a sick man—the doctor; a thirsty man—his friend; a hungry man—the cook.]
2. When you are hungry you feel an urge to eat.
   What urge does [a thirsty man] feel?
   [a tired man; an angry lion; a hen with eggs.]

C. So as not to. But for (Section D).

Ask and answer using " So as not to . . .".

1. Why is Riad waiting under a roof?
2. Why did Faris light a fire?
3. Why is Khalil hiding behind a tree?

Make sentences.

[Riad] would [get wet] but for . . . .

Riad.

Faris.

Khalil.

D. * Yield (produce).

Yield = (1) become bent or broken by force. " I pushed the door, and at last it yielded." So also a weak man may be forced to do something: he yields to force.

(2) If you take care of a tree, it yields fruit. It gives a good yield of fruit.

What thing yields (1) oranges? (2) eggs? (3) milk? (4) wool? (5) coal?

E, F.

* **Cheer** (encourage). **Cheerful.** **Cheer up!**

To cheer means (1) to shout.

When do [soldiers] cheer?
[2. fishermen; 3. schoolboys; 4. people in the street.]

(2) To make a person feel happy and hopeful. A cheerful person is always happy.

Does [bad news] cheer you? Does it make you feel cheerful? [good news, a bright day, a rainy day, a nice party, a sad book, sad music.]

When a person is looking very sad, you say, "Cheer up! It's not as bad as you think."

Dictation

Fetch	(—t—)	**Despair**	(—e—ai—)
Conscious	(—sc—)	**Skill**	(—ll) **Skilful** (—l—l)
Whistle	(—h—)	**Limb**	(—b)
Search	(—ea—)	**Barrel**	(—rr—l)

"Fetch a doctor!" I cried. "It's urgent! He has lost consciousness!"

Jamil ran out into the street and whistled for a taxi. He searched street after street but could not find a doctor. He was in despair. Then at last he met Dr. Munir just coming out of his house.

Dr. Munir was a very skilful man. He treated the broken limb with great skill.

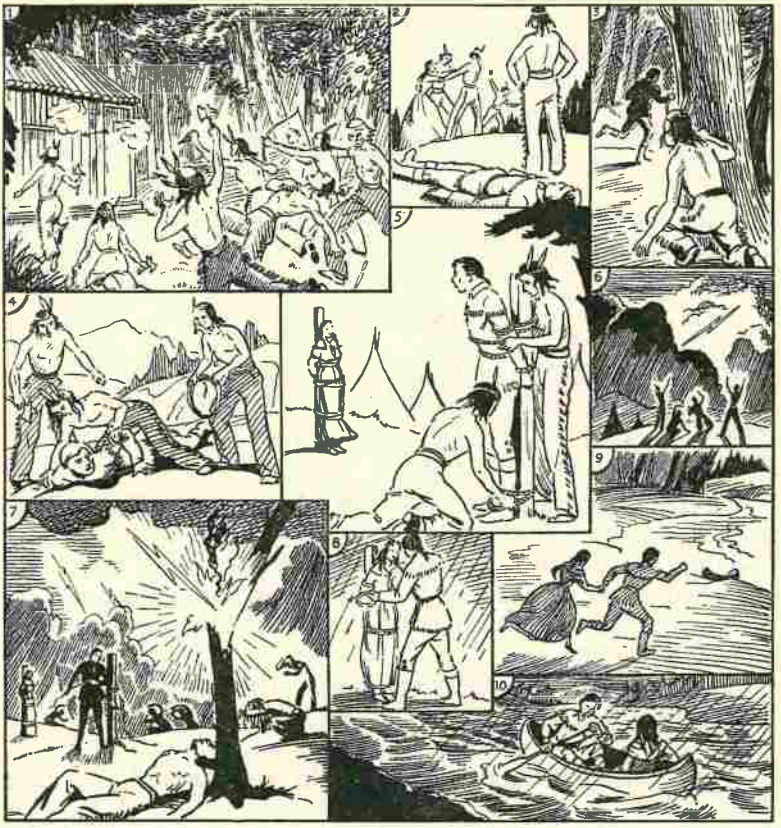
I calculate that these trees will yield one hundred and three barrels of fruit.

Lesson Twenty-one. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

Thunder (= a great noise in the sky). **Lightning** (bright light seen after thunder). (Thunder **rolls**; lightning **strikes**.)

1. **Look at these pictures and tell the story.**



2. **Write about Cruelty to Animals.** (Cruel things which people do to horses, donkeys, cats. People who are cruel to animals are cruel to children and to other men and women.)

1607 words

Lesson Twenty-two

TOURISTS

A.

Pilgrim—a traveller to a holy place.
A tourist—a holiday-traveller, a traveller for pleasure. **A tour**—a circular journey.
Spirit—the feelings and wants which make you do certain things. "He has a restless spirit" = he is a restless sort of man.
Soul—that which lives on (in Heaven) after a man is dead.
To wander—to move about from place to place.
Market—a place where people meet for buying and selling.
My **native** place—place where I was born. **A native** of this place.

In old times pilgrims were the only tourists. They did not travel for pleasure, but for the good of their souls: they travelled to holy places to pray. But perhaps the pilgrims had another reason also for travelling; they had a restless spirit which made them want to keep on wandering.

Ibn Batuta had such a spirit of wandering. He wandered about from country to country nearly all his life.

At one time rich men used to send their sons on tours of Europe to broaden their minds, but (until about a hundred years ago) poor people were not able to travel. Many poor people never travelled except to go to the

market in the nearest town. Some never left their native villages at all.

One man changed this. He invented cheap and easy ways of travelling so that even poor people can wander about and see other countries and know other people. His name was Thomas Cook.

B.

In his youth—when he was young. **A youth**—a young man.
Duty—work which you ought to do.
To desire—to wish, to want. **A desire**—a feeling of need.
To harm—to hurt, to spoil.
To hire—to pay money for the use of a thing.
Scenery—the general appearance of a country.

[*Outside word*—Exhibition]

Thomas Cook was very poor in his youth; but he died very rich. Indeed, when he was ten years old he had to work as a gardener's boy for a few shillings a week. Later, when he was a youth of 17 or 18 years, he became a wood-worker. But he felt that it was his duty to do something for others. He hated strong drink, and he went round the villages telling people about the dangers of the desire for strong drink and about all the harm which it can cause.

There was a big meeting with speeches against strong drink in the city not far from Cook's home-town. Many people from his town desired to go to the meeting, but the railway tickets cost too much: they could not pay so much.

So Thomas Cook hired a whole railway train. He sold tickets, there and back, for one shilling, and he got more money for the tickets than he paid for the train.

After this he often hired trains and took people all

over the country to go to meetings, or see beautiful scenery. He took 160,000 people to see the Great Exhibition (a show of useful and beautiful things) in London, and he took thousands of people to France to see an Exhibition in Paris.

C.

Agent—a person who does business for another person. **Agency**—the office of an agent.
Abroad—in (or to) another country.
A foreign country—a country which is not one's own country.
Baggage—boxes and bags of travellers.
Traces of—marks or signs of.
Proud—having a very good opinion of yourself or your things: "I think I'm wonderful!" Noun, **Pride**.
(**Get to know**)—try to know and be able to know.

From this small beginning, Thomas Cook built up the first Tourist Agency. Of course, there are many tourist agents now, but Cook was the first tourist agent.

A tourist agent sells you a ticket to go abroad to any foreign country; he plans your foreign tour for you, if you so desire; or you can plan it yourself. His agent meets you when you come off the ship or train; he takes care of your baggage; he arranges your hotel.

Is this a good thing? Some people do not like tourists. Some tourists make a lot of noise and whisper —or even say foolish things aloud—about the native people of the country, thinking that they cannot be heard or understood. But most tourists are not like that.

We ought all to welcome tourists. We are all proud of our country and we want them to see the traces of the great cities and beautiful things which our fore-

fathers made. This pride makes us want to go on doing as well as they did and we want tourists to see that we are going on.

It is a good thing to go abroad and get to know foreign peoples. When people know and understand each other they do not quarrel and there are less wars. So we ought to welcome tourists and go on tours to foreign countries.

1620 words

Lesson Twenty-three

THE GOLDEN ROAD

A poetical play

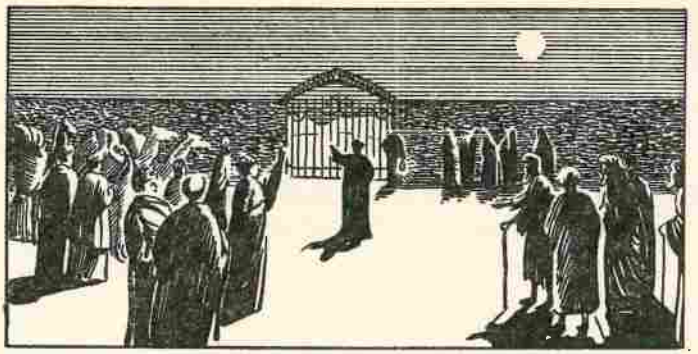
A.

Stars—the thousands of points of light seen in the sky at night.
Dim—not easily seen; not giving a strong light.
A band of—a group of people all doing the same thing.
Weeping—sad, crying.

(James Elroy Flecker, 1884–1915, was British Consul at Istanbul and Smyrna, and lived for some time in the Hotel Metropole, Beirut. This scene is from his famous play, *Hassan*.)

(We are standing inside the gates of Baghdad. It is evening. The stars are dim but there is bright moonlight. A band of merchants and pilgrims is ready to set out on the road to Samarkand.

A watchman is standing near the gate at the back, dimly seen in the shadow. He is waiting to open the



great gate of the city. Near him we see a band of women and children, wives and families of the pilgrims; they are weeping. Towards the front on the left there is a band of merchants, and some pilgrims are standing on the right.

The Master of the Caravan is in the centre.)

B.

To **glimmer**—to give a weak and quickly changing light.
Nail, finger-nail—the hard covering of the outside end of your finger.

[*Reading words*—Ready to a man (= all ready). Sniff (= draw in air and smell). To gnaw (= to bite)]

(The Merchants want to start. They say, "We are ready to a man. We 'gnaw the nail of hurry'" (=they bite their finger-nails because they are restless and want to go). The camels sniff the cool evening air: they, too, want to set out over the desert. The Master of the Caravan turns to the Pilgrims.)

MASTER:

But who are you, you dirty-bearded, standing in the way?

ISHAK (*one of the pilgrims*):

We are the Pilgrims, Master;
we shall go
Always a little further: it may be
Beyond that last blue mountain barred with snow
Across that angry or that glimmering sea.

C.

Gigantic—like a giant, very big.
Thus—in this way, like this.
Faint—weak, not easily seen or heard.
Dreams—things seen (heard, felt) in one's sleep. **To dream. He dreamt.**

[*Poetical use*—What would you? (= What do you expect?)]

HASSAN (*one of the pilgrims*):
Sweet to ride forth at evening from the wells,
When shadows pass gigantic on the sand,
And softly through the silence beat the bells
Along the Golden Road to Samarkand.
MASTER:
Open the gate, O watchman of the night!
THE WATCHMAN:
Ho, travellers, I open. For what land
Leave you the dim-moon city of delight?
ALL (*merchants and pilgrims*):
We take the Golden Road to Samarkand!
(The Watchman opens the gate. They all pass slowly through and set forth across the desert. Their voices

are faintly heard singing as they go further and further away. At last the Watchman turns to the women who are weeping aloud.)

THE WATCHMAN:

What would you, ladies? It was ever thus.
Men are unwise and curiously planned.

WOMEN:

They have their dreams, and do not think of us.

(The Watchman shuts the gate.)

THE VOICES OF THE PILGRIMS (*very faintly in the distance*):

We take the Golden Road to Samarkand.

(*By kind permission of Mrs. J. E. Flecker and Heinemann & Co. Ltd.*)

1629 words

Lesson Twenty-four. Exercises and Dictation

A.

Spirit (22 A)

Spirit means "the breath of life", the real and living part of anything.

(*a*) A spirit—means the living part of a person, the thing which goes away when he is dead.

(*b*) Spirit—in a living person means activity: "He has lots of spirit" = he is very active, he will not allow himself to be beaten. A spirited horse is very restless, but very swift.

(*c*) Spirits—"Spirits of wine" means that part of wine which gives wine its strength: it means alcohol: it is used for burning. Petrol (Gasoline) is made from thick oil; it is the

strong part of the oil which burns easily: it is called Motor Spirit because it is used to drive motor cars.

1. Why did Egyptians put food and clothes in the graves of dead kings?
2. What do you call a restless horse which goes very fast?
3. What do you say about a boy who never laughs, or plays, or fights other boys?
4. What name is given to strong drinks such as Brandy, Whisky, Arak?
5. What is another name for Petrol (Gasoline)?

B. * Baggage (22 C).

The bags and boxes of a traveller are called his baggage. (English people often say Luggage.)

1. What do you call a ticket which shows how many bags and boxes you have?
2. What do you call a room in which baggage is stored?
3. What do Englishmen call their bags and boxes?

A trace. * To trace.

A track is a long mark left by something: " The track of a wheel ".

A trace is a faint (weak) mark not easily seen.

To trace means to see (with difficulty) the faint marks left by something or the signs of something. " I can trace the history of the family for 200 years, but before that I can find no traces of it."

1. What is the difference between a trace and a track?
2. Would you say " Faint tracks of writing on an old stone ", or " Faint traces of writing "?
3. Would you say " The trace of a cart-wheel in the dust ", or " the track of a cart-wheel "?
4. What does a writer of history do when he tries to find out the story of a family?

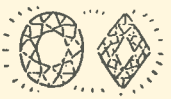
C.

A band of. A group of people means a number of people standing together. A band of people means a number of people who are all working together so as to do the same thing.

So we can speak of a band of musicians—but a group of children standing in the street.

What would you call a number of thieves?—a band? or a group?
[road-makers, babies, dogs, policemen, wood-cutters, soldiers.]

Weep (23 A). "Weep" is used chiefly in books to mean "cry because you are sad". It is a useful word because "cry" has two meanings (Shout and Weep), and sometimes it is not clear which thing is meant.



*** Diamond.** A **diamond** is a very hard white jewel.

Glimmer, * Glitter. A glimmer is a soft light which comes and goes: "The glimmer of sunlight on the lake". Hard things glitter: "The glitter of a diamond: the glitter of sunlight on the swords of the soldiers".

Twinkle. (Twinkle means shine like a star with a light that comes and goes very quickly.)

Learn this verse.

Twinkle, twinkle, little star,
  How I wonder what you are,
Up above the world so high,
  Like a diamond in the sky.

1. How does water shine in sunlight?
2. How do jewels shine?
3. How do stars shine?
4. What is the name of a very hard white jewel?

Dictation

Dr**ea**m, dr**ea**mt	(—ea—)
Gigantic	(g—g—)
Forei**gn**	(—gn)
Whisper	(-h—)

I dreamt a strange dream. I dreamt that I was in a gigantic palace in some foreign land. Crowds of people were passing through it, proud merchants, poor pilgrims, old men, youths. I whispered to a youth who was standing near me:

"Who are all these people?" He whispered to me, "They are the spirits of the dead—the souls of dead people. They are all waiting to be judged."

1633 words

Lesson Twenty-five. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

* Pilgrimage.

1. **Write about Tourists.** (What tourists come to your country? Where do they come from? What do they come to see? Where do they stay? Describe any very strange-looking tourists that you have seen or any strange things which they did.)

2. **Write about Pilgrims.** (To what places do they go? Why do they go to those places? Notice the word **Pilgrimage:** to go on a pilgrimage.)

3. **Write about Dreams.** (What things did you dream about as a small child? Tell any very pleasant and very bad dreams which you had. Have you ever had a dream which came true afterwards?)

4. **Write about the Stars.** (Where? When do you see? How many? Some bright, some dim. Names. Seamen.)

Lesson Twenty-six

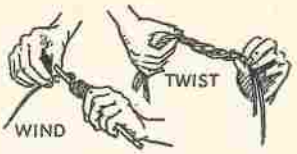
CURIOSITIES OF ANIMAL LIFE

A.

A spider.

Insects—small creatures which have six legs.
To labour—to work. **Labour**—work.

To feed (**fed**)—to give food to. **To feed on** (grass) = to eat (grass).
A telescope—is used for seeing things which are very far away.
To twist—to hold one end of a string and turn the other end.



To wind (**wound**)—to turn a string round and round a stick.
(**For this purpose**—for this use.)

[*Outside words*—Web, millimetre]

The word Animal is a general word; it means any living thing which is not a plant. So the curious things which I shall tell you are not only about animals with four legs, and birds with two legs, but also about insects which have six legs, and spiders which have eight legs. Spiders are not insects because they have more than six legs.

A Spider's Web

The spider's net is usually called a Web. The thread with which a spider makes its web is the thinnest and strongest of all threads. This mark || shows one millimetre. A spider's thread is $\frac{1}{5000}$ (one five-thousandth) of that thickness: you can put 5,000 threads between those two lines.

Spider's thread is far stronger than silk; so why isn't it used instead of silk? The answer is that this has been tried. A "Spider Farm" was started, but it took too much labour to feed the spiders and gather the thread and wind it up. The cost of the labour was so high that spider-silk was too expensive for anyone to buy for general use. But scientists use spider thread to make a line across the picture seen in a microscope or when they are looking at the stars through a telescope.

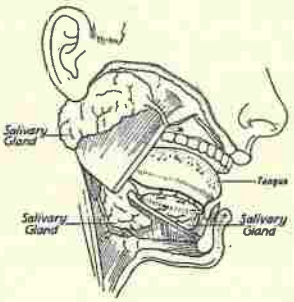
Is spider's thread just one thread, or is it made of many threads twisted together, like a rope?—Although it is so thin, it is made from two to eight threads twisted together.

How does a spider make its thread? Is it all wound up inside the spider? Does a spider make only one sort of thread—or does it make different threads for different purposes?

B.

An organ—part of the body which does some special part of the work of the body.
To spit (**spat**)—to throw out liquid from the mouth.
Special, Especial—not general, not the usual.
To let down—to lower on the end of a rope.
(**To enclose**)—to shut in.
A secret—a thing which is not to be made known or told to others.
A bee—an insect which makes sweet stuff (honey) from flowers.

How does a spider make its thread? It pulls a sticky liquid out of tubes underneath its body. When this liquid comes out into the air it becomes solid and the spider winds it up. "Nylon" silk for ladies' stockings is made in nearly the same way.



There are organs in your mouth with which you make the liquid in your mouth. Doctors call the liquid in your mouth

" Saliva", but the ordinary word is Spit: to spit means to throw out liquid from your mouth. The spider has the same sort of organ, but it uses its " spit-organs " for a different purpose—for making the liquid for its thread.

Is there only one sort of thread? Of course not! You use special thread for special purposes: you use string for tying up a parcel, but rope for letting yourself down from a high rock. A spider makes special thread with sticky balls in it for his web to catch insects. He makes a stronger thread—like rope—when he wants to let himself down from a tree. A mother-spider makes an especially fine thread to wind round her eggs and enclose them in a packet. Baby spiders make a very fine thread which is blown away by the wind with the baby holding on to one end of it. That is how spiders fly.

The Secret of the Bees

Men have studied the wonderful life of bees for hundreds of years, but during all those hundreds of years the bees have kept one secret. This secret was their language. How do bees talk to each other? It is quite clear that they do talk. One bee finds some flowers and tells the others. How does she do it?

C.

Within—inside.
(**Life-time**)—the time during which you have lived.
A path—a narrow road for people to walk on.
Crowd—many people gathered in one place.
To report—to tell what you have seen or heard. **A report.**
To spread, spread—to cause to go out widely to many places.
" Spread butter on bread "; " Spread the news."

To express—to say. **Ideas**—thoughts.
To record—to write down.

The answer to this question (How do bees talk?) was discovered only in the last few years—within your life-time.

One morning you walk along the garden-path and you see a bush with its flowers just opened. One bee flies past and discovers this. She takes some of the sweet liquid from a flower and goes back home at once. Very soon after this you see a crowd of bees all labouring on the bush, carrying the sweet stuff home and storing it.

How did that first bee report her discovery to the other bees? In what words did she make her report? How did she spread the news? Did she make her report by buzzing: "The flowers on a bush have just opened. It is a rose bush. It is 100 metres north-east". How did the bee express these three ideas—(1) What sort of bush? (2) Where? (3) How far? It was not done by buzzing: "Rose: north-east; 100 metres".

The answer is that the bee-language is dancing. She danced the ideas. First the bee flies round and round in a little circle. If the bush is far away she makes a line across the centre . The line shows where the bush is. She is dancing up and down, not on the flat. An upward cross line shows "Towards the sun" ; a down-line shows "Away from the sun" .

How does she express the name of the bush? That's easy! She gives the other bees some of the stuff which

she has brought: "There! It smells like that! Go to it!"

Bees can talk; but there is only one animal which can record his talk in writing: and that is Man.

D.

Worm, Earthworm. ——→

To bury—to put down below the ground. **Burial,** noun.

The surface—the outside part of a thing.

Age—oldness.

To glow—to give out a steady (not changing) dim light. Hot coals glow.

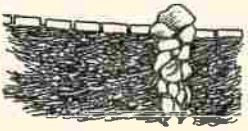
A beetle. ——→

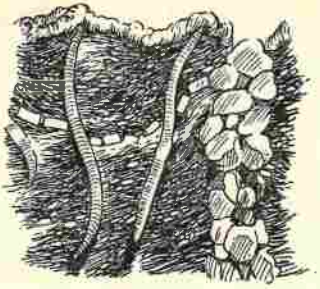
Female—Women, cows, hens are female. **Male**—opposite of Female: men are male.

Earthworms

Learned men go and dig up buried cities of the past. How did the cities get buried? Why did not the walls stay up on the surface?

The answer is that they did not go down into the ground: the surface of the ground came up above them. It was carried up by earthworms. In this picture you see a floor made of little pieces of coloured stone: on the next page you see what earthworms did to it. On the left the earth has been carried up above, and the little pieces of stone have gone down. On the right there is a wall and the earthworms could not work there, so the floor has stayed up on the surface. Notice that the





(*After Michaelsen*)

surface where the earthworms worked is higher than the surface over the wall where they could not work.

In ten years earthworms raise the surface of ground by 3 centimetres ($1\frac{1}{5}$ inches). So it is possible to tell the age of a building by measuring how far down it is in the ground. The greater the depth, the greater the age.

The Glow-worm

To glow means to shine like a hot coal.

A glow-worm is not a worm: it is a beetle.

The female makes a bright green light to call the male beetle. The strange thing about this light is that it is the coolest light in the world. Oil lamps and electric lights waste power by changing some of it into heat and only a part of it into light. But the light of a glow-worm is just light, with no heat. Light in our houses would cost far less if our lamps were as good as a glow-worm's lamp.

E.

A stick—a small bar of wood, a small branch broken from a tree.

To pick up—to take up with your fingers.
To protect—to keep safe from.
A nest—the place in which a bird lays its eggs.
To court (a lady)—to make love to—.
/-ship—Court-ship, etc. /-ship forms a noun.
To paint—to cover with coloured liquid which later becomes hard.
A race—a group of people or animals all of the same blood, e.g. the Mongolian race = Chinese, Japanese, Siamese.

The Stick Insect

This thing looks just like a stick: you might easily pick it up thinking that it was a stick. But it is an insect which looks just like a stick, and its eggs look just like the seeds of the plant on which it lives. In this way it protects itself against birds. Other insects protect themselves by looking like leaves.

Stick insect.

Leaf insect.

Curious Birds—the Cuckoo

A cuckoo never builds a nest of her own. She lays her egg in the nest of another bird. The young cuckoo comes out of its egg earlier than the other birds; then it throws out some of the other eggs to make room for itself. It gets more food than the children of the family; so we call a stranger living in a family and getting all the good things, " A cuckoo in the nest ".

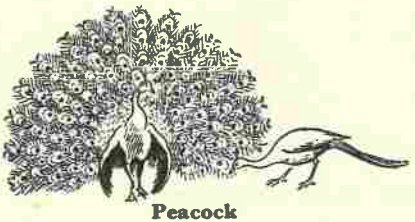
The Courtship of Birds

To " court " a lady means to make love to a lady so that she will marry the man: courtship means " courting ". Women put on pretty clothes and sometimes paint their faces; men give ladies beautiful presents, and learn how to dance. In some races of Man the men do the courting; in others the women do the courting.

Birds are very beautiful things. Their courtship is sometimes very strange.

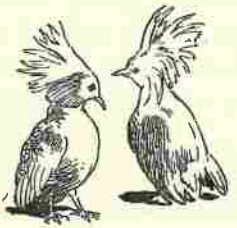
F.

To be interested in it—to want to watch it or know about it. An interesting story is a story which you like reading.
Graceful—moving in a beautiful way.
(**A sitting-room**)—a room with comfortable chairs in which people sit.
The shade of a tree—the shadow of a tree.
Excited—active and having strong feelings, e.g. angry. **Excitable**—easily excited.
To prevent—to cause not to happen, to stop.


Peacock

Men buy nice clothes to please the ladies. Here is a Peacock showing his fine clothes. (The lady doesn't seem very interested!) Other birds do graceful dances.

Penguins

Kagus →


But the most interesting courtship is the courtship of the Bower-bird. "Bower" is an old word meaning a sitting-room. The bower-bird has no bright feathers and he can't dance. So he finds a little place in the shade. He puts in it brightly coloured stones and bits of glass and coloured sticks and leaves—anything which might be of interest to his lady! Then he leads the lady to it and shows her all his pretty things. Gentlemen sometimes give jewels to ladies; so the bower-bird is not really so curious.

Poets seem to have the idea that the songs of birds are love-songs; but that is not so. Birds are very excitable creatures; they sing whenever they are excited about anything. In the springtime the cause of the excitement may be a lady, but later on they may sing to prevent other birds from coming into their bit of forest: "I'm here! You keep away!" But most of their singing is done just because they are happy. A sick bird never sings.

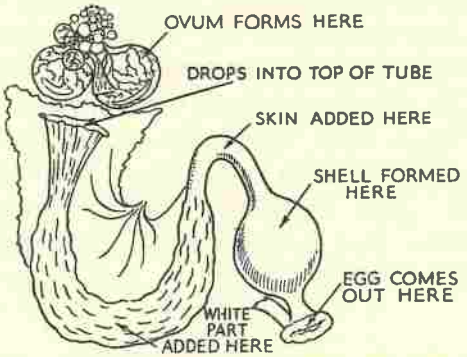
G.

Shell—the hard outer covering of an egg, or seed, or shell-fish.
Chalk, lime—(see the story).
Tears—water from the eyes.
Lid—the cover or top of a box. **Eyelid**—the cover which comes down over your eyes when you shut your eyes.
Overflow—When a cup is too full, the water overflows.

How does a Hen lay an Egg?

Within half an hour after an egg is laid a new egg is started. An ovum is the first beginning of an egg. Within four hours the egg has passed down the tube and the white part and that paper-like covering have

been added. This tube is about 60 centimetres (2 feet) long. The thing which takes a long time is the shell of the egg. The teacher writes on the board with chalk; lime is a form of chalk. Three layers of lime are put on the egg to form the shell. This takes about 22 hours. So an egg complete with its shell takes 26 hours to make. Therefore a hen cannot lay seven eggs a week however hard she tries. If she tries too hard she sometimes hasn't time to put the shell on. It's the shell which takes so much time.



(Based on a diagram in the Ministry of Agriculture and Fisheries Bulletin No. 7, by permission of Her Majesty's Stationery Office.)

Tears

The lid of a box is the covering (the top) of the box. Your two eyelids are the coverings of your eyes. A hen has three eyelids on each eye: the third eyelid is used to clear off any dust and keep the eye clean. You use tears to keep your eye clean. The poet, Tennyson, says, "Tears, idle tears, I know not what they mean". You are weeping all the time; tears are flowing across your eye continuously. They flow in towards the nose and

continue down a little tube in the back of your nose. When you weep because you are sad there is too much liquid for the little tube and the tears overflow down your face.

1678 words

Lesson Twenty-seven. Exercises and Dictation

A.

Wind (wound), Twist(-ed), Roll(-ed) up, Tie(-d), Knot(-ted), Stretch(-ed).
Unwind, unroll, untie, undo a knot.

Do all these things to a piece of string. Say what you are doing. Say what you did. "I am winding the string round my finger. I wound the string round my finger", *etc.*

*** To sort. * According to.**

To sort means to arrange things according to their size—or kind—or colour—or address (place where they are going), or price.

1. What does a †[postman] sort things according to?
   "He sorts the . . . according to their . . .".

† [1. Postman (address). 2. Jeweller (kind). 3. Washerman (owner). 4. Egg-seller (freshness). 5. Orange-seller (size, price).]

B. En-/. * Ensure. * Insure.

What do these sentences mean?

(*a.*) **En-/** = in.

1. The animal is enclosed in a box.
2. The house is encircled with trees.
3. His health was endangered by drinking spirits.
4. There is a law against smoking, but it is not enforced.
5. The army was encamped on the plain.

(*b*) **En-/** = make.

1. The Queen's kindness endeared her to her people.
2. He enlarged his house by building a hall on to it.
3. He was enriched by the coal found on his land.
4. Vasco da Gama was ennobled by the King.
5. He **ensured** the safety of the caravan by sending a company of soldiers with it.
6. He **insured** himself against loss by paying money to an Insurance Company.

Organ of the body. Organise (Organisation).

You know these names of these organs: Bowel, Heart, Lungs, Stomach. To organise = to make things work together (as the organs in your body work together).

1. Who organises the work in your school?
2. Who organises the work in all the schools?
3. Who organises an army?
4. Say the name of any large organisation which [makes cars]. [runs aeroplanes, runs taxis, runs buses, sells clothes, sells books.]

C. To express. * An expression. My expression.

To express an idea means to tell an idea in words, or by a picture, or by a dance, or in any other way. An expression is the "telling of an idea"; to "do up" (a parcel)—this is an English expression. The expression of your face shows what you are feeling. Use the words Express, Expression: also try to say this piece from memory:

Nada can understand English, but she cannot . . . her thoughts in English. She uses un-English . . . She can . . . her ideas better by drawing pictures. She . . . her feelings by singing. When Nada is sad her face has a very sad . . ., but when she is happy her . . . is very beautiful.

D.

Words about light. **Lightning.** **Thunder.** *** Crash.** *** Flash.** *** Flicker.**

Learn this verse:

The sun **shines**: and waves
glimmer.
Then the light becomes
dimmer:

Thunder **crashes;**
Lightning **flashes.**

So home we go
To the fire's soft **glow.**
When the flames **fliCKer**
My diamonds **gliTTer.**

Words about sound. * **Utter.** * **Mutter.** * **Murmur.**

Secrets are **whispered.**
Threats are **muttered.**
But never **uttered**—aloud.

This is how a poet describes the sound of bees:

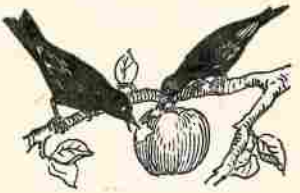
" The murmur of innumerable bees "

(in-numer-able = un-number-able = not able to be counted).

E. * **Peck.**

Do the movements with your fingers and say the words:

Nada is picking flowers. Suria is picking up a pin. The birds are pecking the apple.



/-ship. * **A sailor** (= a seaman).

Make sentences:

1. The good [. . .] of the sailor.	horsemanship
2. The bad [. . .] of the shoemaker.	seamanship
3. The fine [. . .] of the rider.	hardships
4. The [. . .] of the two boys.	workmanship
5. The many [. . .] of a soldier's life.	friendship

F. **/-able.**

Make phrases and say the meaning:

1. An unsinkable	story
2. An unbelievable	boy
3. An unteachable	boat
4. An uneatable	car
5. An unbreakable	dinner
6. An unsellable	glass

Dictation

Sail**or**	(—or)	Organi**z**ed	(—z—)
Bur**ial**	(—ial)	**E**nsure	(= make sure, e—)
T**ea**rs	(—ea—)	**I**nsure, **i**nsurance	(i—)
M**ur**m**ur**	(—u—ur)	I**de**a	(—ea)
Mutt**er**	(—er)	Inte**re**sted	(—ter—)

(*a*). The crowd of sailors gathered at the burial of the Captain. I saw tears on many of their faces. At first they murmured angrily; then they began to mutter threats; but the police were well organized and ensured that there was no trouble. The ship was insured, so the owners were paid for their loss. This was kept secret: the sailors had no idea that the loss was not an accident.

A newspaper reporter was interested in the loss and discovered the truth.

(*b*).	P**i**ck (fruit)	(—i—)	S**ur**face	(—u—)
	P**e**ck (hens)	(—e—)	Beet**le**	(—le)

The girl was picking the oranges from a tree. Near her the hens were pecking at the insects on the surface of the soil. They ate the worms, but one hen pecked a beetle and spat it out.

Lesson Twenty-eight. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

To harm—to hurt, to do a bad thing to. **Harmful**—causing hurt. **Harmless**—causing no hurt.

1. **Write about the birds in your country.** (Use their Arabic names. Say what they look like and what they do, what they eat, what nests they make, and whether harmful or harmless.)

2. **Write about the insects in your country.** (Harmful or harmless, common or uncommon. Where do they live? What do they eat? Where do they lay eggs? How do the young ones grow up to become insects?)

3. A **"pet"** animal is an animal (or bird) which you keep in or near the house as your own special animal. **Write about any pet which you kept for a long time: also about any very strange pet which someone kept.**

* Slanting.

4. **Write about the Races of Man.** (How many are there?) In what way do they look different? Where do they live? This \ is a **slanting** line. (Certain races have slanting eyes; they slant upwards at the outside.)

1689 words

Slanting eyes.

Slanting roof.

Lesson Twenty-nine

YOU CAN NOW READ EIGHT MORE BOOKS

A.

A fort, a fortress—a very strong building made by soldiers to protect a city, or bridge, or hill-top.

FORTRESS OF ALEPPO

Furniture—tables, chairs, beds, etc. **To furnish**—to supply with furniture.

A feast—a large and very good meal.

Treasure—gold and silver and jewels; any very valuable things.

Excellent—very good.

Adventures—dangerous and exciting events or acts.

You can now read eight more books. You know all the words in these books except a very few words which are all explained in the book in which they are used.

1. Robinson Crusoe. This is the story of a man who was left alone on an island. There were no other people on the island, but he did not know this. He built a house for himself; he built it like a little fort. He made it like a fortress in case anyone came and attacked him. Then he made furniture; he furnished his house with all the things he needed—a bed, a table, a chair.

He made cooking pots. Then some man-eating men came from another island to have a terrible feast. Crusoe saved one of their prisoners from being eaten.

2. MONTE CRISTO. Dantes was taken prisoner by the police just at his marriage feast. He was put in prison on an island. He made a hole through the floor and got into the room of another prisoner, Abbé Faria. Faria told him about a great treasure of gold and silver and jewels hidden on an island called Monte Cristo. Faria died and was put into a bag to be thrown into the sea. Dantes got into the bag in place of the dead man. . . . It is an excellent story.

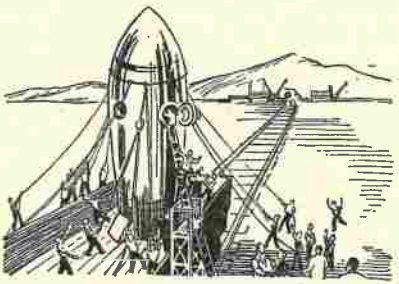
These two stories, Robinson Crusoe and Monte Cristo, are the two best and most famous adventure stories (stories about exciting adventures) in the world.

B.

Member—one of a certain group or band of persons.
Club—a group of persons joined together by some one interest, e.g. a Football Club, a Musical Club.
To fire a gun—to shoot.
A shell (for a gun)—the box (filled with explosive) which is shot out of a big gun.
Probable—which is expected to happen.
Robbers—thieves who use force to steal.
(**A description**—a describing.)

[*Outside words:* Pirate, Whale]

3. FROM EARTH TO MOON. All the members of the Gun Club were men interested in the making of big guns. One of the members invented a gun so big that he thought it could fire a shot from the earth to the moon. A shell means the hard outside covering



of anything; it also means a hollow shot fired from a gun. Three men will go inside the shell to the moon. The gun was made: it was loaded—and fired. . . . This is a very exciting story. It is not probable that a shot could reach the moon, but the book tells you how, one day, men probably will reach the moon and it teaches you a lot of real science about the moon.

4. MOONFLEET.

> Man may live only Eighty years
> his Feet walk Down a path of tears
> use your life Well, for death comes soon
> from North or south, at night or noon.

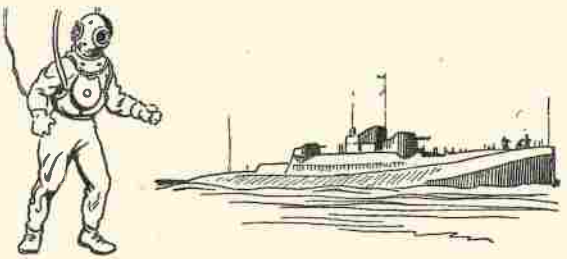
This poem tells where a very valuable jewel is hidden. The story tells how John Trenchard, aged 15, searched for it, found it—and lost it, and at last came home and married the lady whom he loved.

5. PETER THE WHALER. This book is about a boy who went to sea, was taken prisoner by pirates (sea

robbers). He worked on an American war-ship, then went in another ship to catch whales. His ship was lost and he lived for a whole winter among the Esquimaux who live in the far north where it is very cold. The book gives a description of how these people live in houses built of ice, and how they catch sea-creatures for food.

C.

Fancy—power of thinking unreal things. **Fanciful**—not real. Fairy stories are fanciful.
Ancient—old.
He was drowned—He was killed by being under water.
Companion—a person who is with you in certain work: "My companion on the journey".
Engine—a machine which makes power, e.g. from burning coal, or from oil.
Pursue—to run after (an enemy). **Pursuit,** noun.
A diver.



Diver. **Submarine.**

[*Reading word*—**To fly; he fled.** *Outside word*—Submarine]

6. KING OF THE UNDERSEA CITY. This is a rather fanciful story; it is quite unlike other stories. It is about an ancient city underneath the sea. In ancient

times the sea broke through the sea wall and flowed over the city and drowned all the people. A rich man goes in a submarine (an under-sea boat) to visit the city. He and his companions go in diving dresses to see the streets and houses. An enemy breaks the engine in the submarine. . . . How do they get back to land? Why were they not drowned?

7. Children of the New Forest. There was war in England between Cromwell and the King. The King was flying from his enemies and Cromwell's men were pursuing him; they were in hot pursuit. The Beverley family (two boys and two girls) were friends of the King. Cromwell's men came to their house and they fled into the forest. They lived there in hiding with an old servant, and had many near escapes from Cromwell's men.

8. Emil and the Detectives. Emil was sent by his mother to take some money to her sister. A thief stole the money from Emil's pocket while Emil was asleep in the train. Emil, helped by a lot of boys, searched for the thief and caught him. Emil and his companions were thanked by the police.

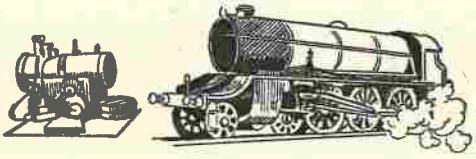
1707 words

Lesson Thirty. Exercises and Dictation

A.

*** /-ify. * Steam.**

*** Steam engines.**



A fort is a strong place. To fortify a place means to make a place strong against an enemy, to make it a fort: /**-ify** means " to make . . .".

A. Once there were steam engines on the railway, but now they have **electrified** the railway and the trains are pulled by electric engines.

1. What sort of engines were there once?
2. What did they do to the railway?
3. What sort of engines are there now?

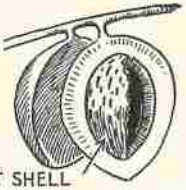
B. He **classified** the books according to their size. He put the big books on one shelf and the small books on another.

In what ways could you classify [pieces of cloth]?
[animals, hen's eggs, hats, boys in a school.]

B. **Shell.** *** A nut.**

A shell means (1) the hard covering of anything—of a shell-fish or of a nut (= seed of a tree).

SHELL-FISH


NUT SHELL

(2) A steel case filled with explosives fired from a gun.

Talk about creatures which have shells (use Arabic names). (Where do they live? How are they caught? What are they used for? How are they cooked and eaten?)

*** im-/ in-/**

(1) Im-/, in-/ means " in ":—Imprison, ingrowing.

(2) Im-/, in-/ means " not ". Improbable means not probable. Make other words and say the meaning. Use each word in a sentence.

im-/-possible	(live without air)
-movable	(rock)
-passable	(forest)

in-/-complete (book)
-describably (beautiful building)
-exact (calculation)
-sufferable (behaviour)

Notice " In hiding " = hidden, in a hiding place.

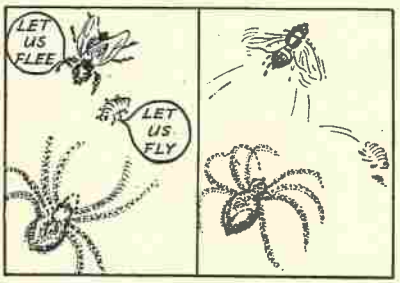
C. **Fly** or **Flee. Fled.**

To fly means (1) to go in the air like a bird. It flies; it **flew.**
To fly (*or* to flee) = (2) to run away from an enemy. He flies, or flees; he **fled.**
(Fly *or* Flee, fled is common in books, but in speaking we say " ran away ".)

FLEA.

Learn this:

When the fly and the flea saw a spider . . .



" Let us fly! "
Said the fly.
" Let us flee! "
Cried the flea.
" Let us flee! "
Said the fly.
" Let us fly! "
Cried the flea.

And they fled.

Dictation

Fanciful (—i—: *one* l)
Ancient (—c—)
Pursuit (—u—u—)
Engine (—g—e)
Furniture (—u—u—)
Treasure (—sure)
Excellent (—xc—)

Our plan may have seemed fanciful, but it was not a matter of fancy; it was a matter of fact. The ancient city was there: we had a map of it. We set out in an aeroplane with our enemies in hot pursuit. They pursued us until their engine

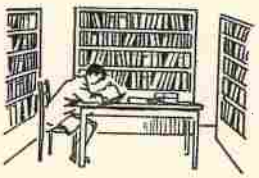
broke down. In the city we found a great treasure. The king's palace was furnished with golden furniture and excellent carvings.

Lesson Thirty-one. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

Look at the pictures and tell the story. You will need these words:

Library (a book-room).
Compass (instrument for showing the North, South, etc.).
A pistol (small gun held in the hand).

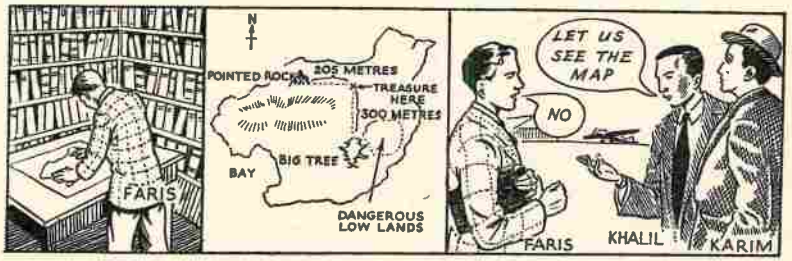


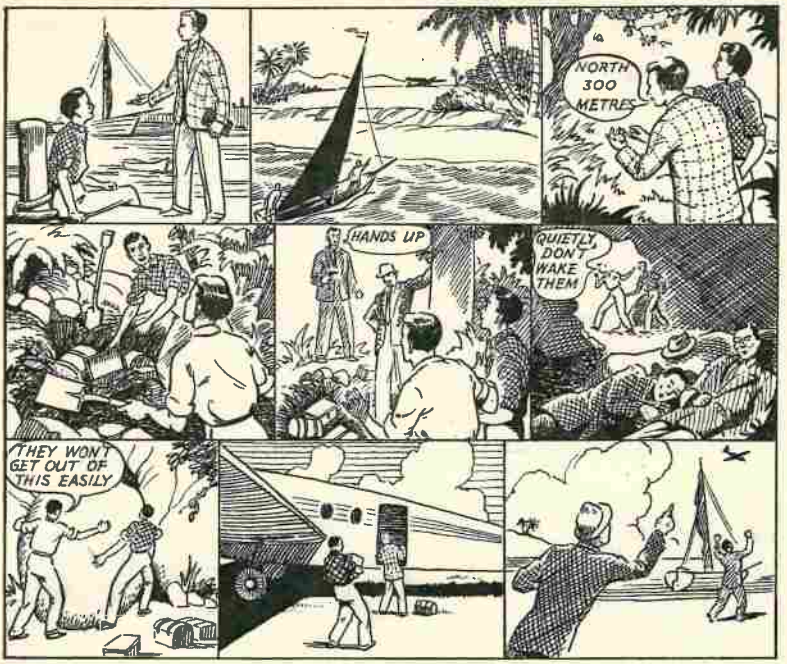
Library.

Compass.

Pistol.

1714 words





Lesson Thirty-two

THE TOWN THAT DIED

(*From the novel, " A Town like Alice ", by Nevil Shute.*)

A.

To imagine—to think of a thing which might be real—or might not. **Imaginary** things. **Imagination.**
A mill—a big building in which cloth, or flour, etc., is made.
An event—a happening.
To employ—to take a man as a worker.
To complain—to tell about troubles caused by other people. **A complaint.**
It is his **fault**—he is the cause of this bad thing.

To blame him—to say that it is his fault.
Wealthy—rich. **Wealth**—riches.

[*Outside word*—A novel]

In Classbook 2 there was a story about a farm that died: a man made it into a desert; then his brother took it and made it a good farm again.

This is the story of a town that died and how a woman made it come to life again. The story is taken from a novel: a novel is a work of imagination; the writer imagines events which might happen. A great writer makes those imaginary events seem so real that, in the end, they do happen. Someone gets the idea and says, "Why can't I do that?"—and he (or she) does it.

It is probable that some of you (who are reading this book) are living in a dying town. The men are unemployed; the women are sad and the children are thin and ill. They all complain; they make complaints saying, "It's the fault of some wealthy man", "It's the fault of the mill-owner who closed the mill and threw all the people out of employment". Some blame the government: "It's the fault of the government. Why don't they do something?" But really it is also the fault of the people themselves. It's their fault too. Why don't they do something? They also are to blame.

After reading this story you may say to yourself, "Why don't I do something when I leave school? Isn't there some way in which I can bring wealth and happiness back to our town and make it happy and wealthy again as it was once?"

The cities of Palmyra and Petra and Apamea are dead. Could not any of those cities have been made to live again before it was too late?

B.

Cattle—cows and young cows, and the male animals (bulls).
Fall (in love)—suddenly become.
To consider—to think.
Accustomed to (doing)—used to (doing) because (she) has always (done it).
Theatre—a building in which plays are acted.
Amuse him—make him laugh, make him happy. **Amusements.**
To rush—to run very quickly. **A rush of people**—a crowd running.
/-ent, dependent—depending on.

Harman had a cattle-farm about 40 miles from a small town named Willstown in Australia.

Jean worked in the office of a company in London: the company made expensive shoes and handbags for ladies. That was before the war.

They met during the war when they were both prisoners of war in Malaya. Harman fell in love with Jean, but he thought, " I wouldn't consider it right to take a girl who is accustomed to living in London and expect her to be happy in a place like Willstown. She is accustomed to having lots of shops, and a cinema, and to going to the theatres and having all sorts of amusements. Life is amusing for a girl in London, but there's nothing to amuse her in Willstown. If I marry Jean and take her to Willstown she will blame me afterwards for spoiling her life ".

Long ago, in 1895, gold was discovered in Willstown and there was a rush of miners to the place. Hotels and shops sprang up: soon there were eight hotels and 10,000 people. The whole town was entirely dependent on the gold-mine. In 1905 the gold was finished; the

miners went away, and Willstown died: and in 1945 it was still dead.

C.

To intend to do it=mean to do it. **Intention.**
A brick—a piece of burnt clay used for building.
(A) **comfortable** (chair)—pleasant, soft, nice to sit in. **Comfort**—state of feeling comfortable.
Lodgings. A lodging-house—a house where you can get a room (and meals).
Hospital—building in which sick persons are cared for.
To improve it—to make it better. **Improvement.**
To refuse—to say " I am not willing to (do it) ".
(**What about**—?)—What do you say about—?

Now Jean loved Harman. She considered carefully what she ought to do; then she said, " I don't blame Harman for thinking as he does, but the place probably isn't really half as bad as he thinks. So I intend to go and see it for myself ".

So Jean went to Willstown. It was terrible! There were whole streets with no houses left in them. All the houses were built of wood, except the bank and the shop, which were built of brick. The one hotel was noisy, dirty, and uncomfortable. There was no lodging-house, no other place where she could get lodgings; so she had to go to the hotel.

There was only one general store and it sold only the roughest things. There was a bank, full of flies, with only one bank-clerk. There was no doctor, no hospital, and there were no amusements of any kind. About 140 people lived there—nearly all old people; there were only two young women, and one of these was not right in her mind.

Jean asked a man outside the hotel, "Why is the place like this? Why doesn't someone do something to improve it? Where are all the young people?"

"When the girls grow up," he said, "they refuse to stay in the place. They go off and work in the city because this is such a terrible place, and because there are no young men here to ask them to marry them."

"What about the young men?" asked Jean.

"They refuse to come and work here; so we can't get labour for the farms, and the farms are becoming worse and worse."

"Why do they refuse?"

"Well, a young man wants to marry and have a home. But there are no girls here whom they can marry. They refuse to come to a place where there are only 140 old people and no amusements of any sort. That's how it is."

D.

Tools—hammer, knife, and other instruments used for cutting or shaping wood or metal.

To succeed—to do what you have planned and wished to do. **Success, successful.**

Experienced—An experienced (teacher) has been (teaching) for a long time and has learned his work well.

In charge of—taking care of.

To earn—to get money by working.

To choose (**chose**)—to take one thing out of several things offered. **A choice.**

[*Outside word*—Lizard]

Jean considered all this, and then she made a plan. She had some money left her by a wealthy uncle. With

this money she built a little work-room and bought tools for leather work. and she taught six girls how to make ladies' shoes and hand-bags. There were many big lizards in the rivers near Willstown; so she got plenty of leather cheap. Willstown was hot and the sweat on the girls' hands spoiled the leather; so Jean bought a machine to keep the air in the room cool. She gave the girls pretty green coats to wear while they worked, and there was a radio playing.

The girls liked this. The thing was successful; they succeeded in making shoes good enough to be sold in London. Then Jean got an experienced woman from London and put her in charge of the work, and she employed more girls.

Now these girls were earning money, but they had nothing to spend the money on. There was only the general store: there were no nice things there, and no choice of things: they couldn't choose a dress or a hat there. So Jean started a little shop for ladies' clothes; also an ice-cream shop and a place where girls could have their hair done.

E.

Sale—a selling. **Salesman**—a man who sells things.
Pure—not mixed with other things; clean.
Various—of many different sorts.
To provide—to supply things needed. **Provisions**—(1) things supplied, (2) various sorts of food.
Cheese—a hard salted food made from sour milk.
Rapidly—quickly.
To demand—to ask for.
A tin of food—tinned food (English).
A can of food—canned food (U.S.A.).

There is a saying, " Nothing succeeds like success ". As more people came to the town, their needs brought other people. First there were only the girls in the workshop: then there was the saleswoman in the dress-shop and the salesman in the ice-cream shop, and the woman who did the girls' hair. But there were also the servants in the houses where these people lodged.

More men came to work on the farms now, and they needed things; this caused more employment. There were now three clerks in the bank, and another clerk in the post-office.

These people wanted better food—fresh fruit and vegetables and pure milk (instead of milk in tin-cans which they had formerly); so a shop was started to provide these things and various other provisions—butter, cheese, tinned meat and canned beans, cakes, sweets, etc.

Willstown grew rapidly bigger.

Some of the girls married and started homes. They needed houses and furniture, pots and cups and bed-sheets and all the other things necessary for making a comfortable home. So a furniture shop was started.

Homes mean babies. The young mothers demanded a doctor and a hospital, and babies demand a lot of things! All these things demanded more labour to provide them and labour for their sale and repair.

So from one little beginning (six girls making shoes and hand-bags in a small work-room) Willstown became happy and wealthy again, far happier than it had ever been before.

But what about Harman?

F.

It belongs to me—It is mine; I own it.
Eager to come—wanting very much to come.
(**He made up his mind**)—he decided what to do.
To extend—to stretch out, to make wider or longer.
(**To bring up children**)—to take care of children while they grow up.
To attempt—to try. **An attempt.**

Harman's farm did not belong to him; he wanted to improve it but he couldn't get the labour and he had not the money—and the land didn't belong to him. Now men were eager to come and work on the land near Willstown, so Harman made up his mind to buy the farm. He bought the farm and built walls to prevent the water from rushing away and leaving the land dry in summer. He fenced the fields and grew better grass and got better cattle.

He married Jean, and they extended the farm and improved the farm-house and lived very happily, and Jean brought up a fine family of children.

. . . . . .

Probably your town is quite different. But, if it is dying, you might consider, " Cannot something be done to bring this town to life again?" Is anyone considering the matter? Or are the people just letting it die, without making any attempt to save it? Are they just making complaints and blaming other people, or saying, " It's the fault of the government", instead of trying to do something themselves?

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1743 words

Lesson Thirty-three. Exercises and Dictation

A. * Workshop. Mill. * Factory. * Works.

A **workshop** is one room: a shoemaker has a workshop. A **mill** is a big building in which cloth is made (= a cloth-mill) or wheat is made into flour (= a flour-mill). A building in which other things are made (watches, biscuits, radios, etc.) is called a **factory**: a paint factory, a biscuit factory, a watch factory. A very big factory is called **Works**: the Ford Works, the Morris Works.

Say the name of some [mill], where it is, what it makes, who it belongs to.

[factory, workshop, works.]

Notice " Come to life " = become alive again. When do plants come to life again in the desert? When do they come to life again in Canada?

B. Fall (—in love, —asleep, —ill).

To fall here means " to become suddenly ". To fall in love, to fall asleep, to fall ill.

1. When did you last fall ill?
2. When did you last fall asleep?
3. Who (in the story) fell in love?

Accustomed to. * A custom.

A custom is something which certain people always do. It is the custom of English people to drink tea in the afternoon.

Form sentences: " It is the custom of . . . to . . . ".

1. Indians—burn their dead.
2. Chinese people—eat with sticks.
3. English people—have fireworks on November 5th.
4. Americans—use *chewing-gum.*

Talk about the customs of your own people.

/-ent, /-ant, /-ence.

Dependent means Depending on: Independent = not depending on. A child is dependent on his father and mother for food and clothing. A dependant = a person who depends

on: "My father has many dependants—his wife and children and an uncle who is too ill to earn his own living."

Notice: Independ**e**nce = the state of not being depend**e**nt.

1. Say the name of a person who is dependent on his work in the school.
2. On what is your father dependent?
3. Who is dependent on your father?
4. On what is a farmer's work dependent? (weather).
5. Ali has a wife and two children. His old mother and his sick brother live with him. How many dependants has he?

C. * Comfort. * Discomfort. * To comfort.

Comfort means a state of being comfortable or a thing which makes you comfortable. Discomfort means being uncomfortable. To comfort a person means to make a sad person feel happy again.

Use the above words where needed; then ask questions—Who? What? Why?

1. Farid is rich; he lives in great . . . . His house is fitted with every . . . , electric light, baths, ice-machines, oil-fires.
2. Ziad is poor; he lives in great . . . ; he has no . . . . He has only one oil-lamp and no fire; but he is happy.
3. Farid's wife died and he was very sad: he could not be . . . ; no one could . . . him.

Note. **See for myself.**

See for myself = go and see it myself.

People say that [the trees on Lebanon are beautiful]: have you seen them for yourself? Or are you trusting what people say?

[(1) there are big ships at Beirut; (2) there are beautiful ruins at Petra; (3) there are underground railways in London.]

Refuse. * Refusal.

I was surprised that he refused = I was surprised at his refusal.

D, E. Various. * Variety.

Where can you see a great variety of [books]?

[ladies' hats, men's clothes, foods, flowers, ships.]

Hair.

Hairs (plural) is used only with a number, "I have one grey hair, two grey hairs, three grey hairs . . . Oh, dear! I've got a lot of grey hairs!"—BUT "I must get my hair cut" (= all my hair).

1. Who in your family has a few grey hairs?
2. Say the name of a person who has [brown] hair? [grey, black.]

F. Belong to. * Belongings.

My belongings = all the things that belong to me.

1, 2. Which is the oldest (newest) of your belongings?
3. Which is the most expensive of your belongings?
4. Say one of your most useful belongings.
5. Which of your belongings do you use only on holidays?

Extend. * Extent.

Extend means to stretch out, or to make a thing stretch out.

1. Extend your arms upwards. Extend them to their full extent.
2. Extend your legs in front of you.
3. How far does the road extend past the school?
4. How far does the River (*name*) extend? What is its extent?

1747 words

Dictation

Ac**c**ustomed	(—cc—)	Su**cc**eed	(—ccee—)
Com**f**ort	(—o—ort)	Su**cc**ess**s**ful	(—cc—ss—)
Depend**ent**	(—ent)	To ch**oo**se	(—oo—)
Independ**ence**	(—ence)	He ch**o**se	(—o—)
A depend**ant**	(—ant)	Ch**o**ice	(—c—)

Your complaints are quite foolish. Your discomforts are imaginary. You have become accustomed to all sorts of service, until you have become dependent on it and refuse to do anything for yourself. If you wish to succeed in life, if you wish to be successful in your work and happy in your home, you must learn to do things for yourself. You have the choice

before you: you must choose—hard work and independence, or your comforts and remaining a dependant of your wealthy uncle.

Lesson Thirty-four. Composition

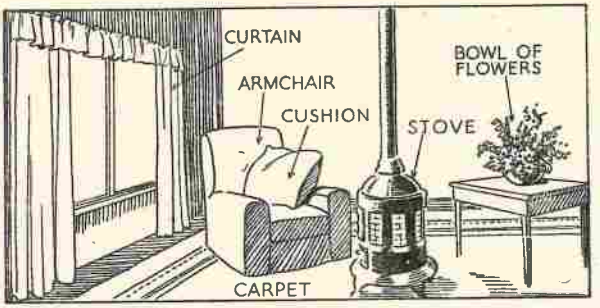
☛ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

Setting up House.

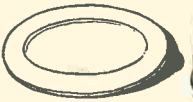
1. **Draw a plan and describe the furniture which you would buy to furnish a comfortable sitting-room. Describe each thing fully (colour, size, shape, material).**

Curtain. **Carpet.** **Cushion.**

Armchair. **Stove.** **Bowl of flowers.**



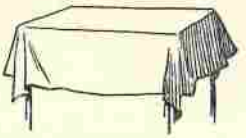
2. **Draw a plan and tell what things you would buy for your dining-room. Describe the room after you have furnished it.**



Cup and Saucer. **Plate.** **Dish.** **Basin.**

Fork.

Spoon.



Tablecloth.

Notice. **A set of** = a number of things used together, a set of knives, of spoons and forks, of plates, etc.

3. **Write about any small town (or village) which is dying or is deserted. What events caused this? What might be done to make the place come to life again?**

1769 words

Lesson Thirty-five

THE STOLEN LETTER (A Play)

(adapted from Edgar Allan Poe)

A.

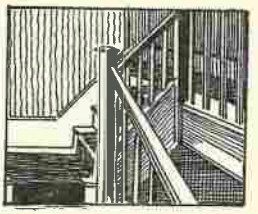
To print—This book is printed.

Stairs. ——————————→

Upstairs—in the upper part of the house.

A row of (things)—a line of (things).

Carved figures—shapes of men or animals cut out of wood, bone, etc.



STAIRS.

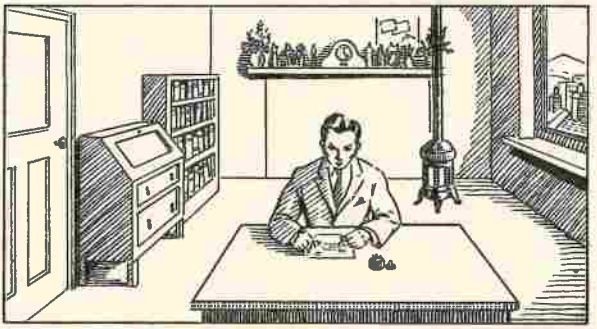
A strip of (paper)—a long, narrow piece of (paper).

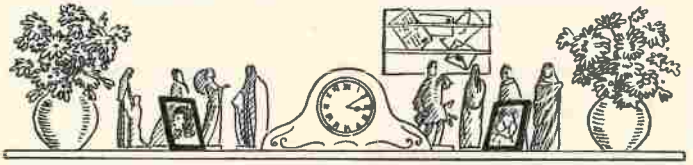
Visiting card.

Post-card.

[*Outside word*—Detective]

Riad—employed in a printing office.
Habib—Chief of Police.
Dr. Majusi—a detective.





Riad is sitting in his lodgings. His room is upstairs and its window looks out on to the street. He is sitting at a table: he has a pen, a bottle of ink, and paper in front of him, and is writing. He is smoking a cigarette, holding it in his right hand. The ink-bottle is on his left.

On the shelf behind him there is a row of carved figures, arranged in an exact line on each side of the clock. There are two bowls of flowers and two photographs at exactly equal distances on either side. On the wall behind the shelf there is a board with strips of elastic across it for holding letters and cards. There are several cards and letters on it. One of these, a small square letter, has a black seal and is torn half across.

B.

Knock—hit; hit the door with your fingers.
Hasty—in a hurry, hurried. **Hastily**—hurriedly.
Anxious—feeling fear and doubt.
Polite—A gentleman behaves politely.
To greet—to shake hands and say "good morning", etc. **A greeting.**
To fail—opposite of To succeed. Noun—**Failure.**
A task—a piece of work which must be done.

There is a knock at the door. Riad, using his right hand, hastily puts the letter that he was writing into the stove. He looks anxiously at the door. There is another knock, louder.

RIAD: Come in!

(*Habib and Dr. Majusi enter. Dr. Majusi looks carefully at the things on the table.*)

RIAD: What! You again!

HABIB: That's not a very polite greeting: but one cannot expect politeness from a thief.

RIAD: Nor from the police! What right have you to call me a thief? And how do you expect to be greeted?

HABIB: This is Dr. Majusi, the famous detective.

RIAD: I see! You and your policemen have failed to prove anything against me; so now you have brought a "famous detective" to make a fresh attempt—and he will be a failure, as you were. You can't prove anything.

MAJUSI: You are too hasty, my friend. I never attempt to prove anything. My task is to find out the truth on whichever side it may be. I do not know yet what

the police have against you. I know almost nothing about you.

RIAD: Almost nothing!—but enough to believe that I am a thief!

MAJUSI: I know that you are left-handed, that you have been in need of money lately—within the last month, that the looking-glass in your bathroom is on the left of the window.

RIAD: Anything else?

C.

Tidy—keeping everything in its right place.

Naturally—(1) "I am naturally a tidy man, I am tidy by nature" = I was not trained or taught to be, but was born so: I am that sort of man. (2) Of course, as you would expect.

To observe—to look at carefully, to notice. **Observant.**

Correct—right, true.

In regard to, regarding—about.

A pair of—two things which are used together: "A pair of shoes".

MAJUSI: I know that you are probably unmarried and that you are naturally a very tidy man.

RIAD: How do you know all that about me? Has Habib been telling you?

MAJUSI: I am by nature very observant, and I have trained my powers of observation. It is my duty to observe things. I observe that your pen and ink-bottle are on your left. Your cigarette is in your right hand. There is a white mark on the finger of your right hand showing that, until lately, you had a gold ring on that finger. There is a trace of soap on the left of your face: so the left side of the face is in

shadow when you look in the glass. A wife would have observed that at the breakfast table. Am I correct so far?

RIAD: Excellent! All your observations are correct except regarding the untidiness of my dress. You failed to notice that.

MAJUSI: I observed it, but I think that you are naturally tidy in regard to your clothes also. I think that to-day you dressed hastily or perhaps the police have been searching you. Regarding the other things—I have noticed a pair of flower bowls at exactly equal distances from the clock, the pair of photographs, the carved figures—all in their exactly correct places. Your books and papers are all tidily in order.

RIAD: Naturally! I spent hours tidying up after the police.

MAJUSI (*looking at the carpet*): Yes, I see the marks of an arm-chair. I suppose they have carried that away to be taken to pieces.

RIAD: Correct.

MAJUSI (*turning to Habib*): So my task is to find something which you have failed to find. Ever since I entered the room I have been observing signs of its being searched; and yet you have asked me to come here. Therefore you failed to find what you were looking for. Correct me if I am wrong.

D.

Nobleman—a lord, a man of good family and high rank.

Rank—place in order; a General has a high rank in the army. A prince has higher rank than a lord.

Shame—painful feeling of having done something wrong. **Ashamed**—feeling shame.

Thorough—not missing anything, complete.
A moment—a very short piece of time; an instant.
Page—one piece of paper as part of a book.

HABIB: No: you're quite right. We've been searching for a letter. A certain nobleman of the highest rank left a letter on his table. It dealt with a matter of which he is very ashamed. If that letter becomes public he will be ruined. This man, Riad, brought some papers from the printer and, while the nobleman was looking at them, Riad stole the letter.

RIAD: So you say! That's your opinion!

MAJUSI: I understand. You think that he intends to bring shame upon this nobleman and his family unless he is paid money.

HABIB: Naturally! That's just what he will do, and we want your opinion on the case because we have failed to find the letter which we know is here.

MAJUSI: Please describe the letter. What does it look like?

HABIB: Large, oblong, written on clean white paper and sealed with a large red seal.

MAJUSI: You have searched the room thoroughly?

HABIB: Thoroughly. We have made a most thorough search. Let me tell you . . .

MAJUSI: No! Let me tell you. I put myself in your place and I ask myself, "How would I search this room if I were Habib?"

(Majusi walks round the room looking quickly at the desk, the book-shelves, the shelf at the back of the stove. He stands for a few moments with his back to the table looking towards the stove and the shelf. Then he sits down and writes a short note.)

MAJUSI: Please give this to your officer just outside the door.

(*Habib does so.*)

. . . Now let me tell you how you searched. Riad is wearing a very old suit of clothes; so his other suit has been taken away for examination, like the arm-chair. Correct? . . . Yes; then I would order one of my men to go through all the books page by page: I observe that some have been put back upside down.

E.

Chimney—Smoke from the fire goes up the chimney.

To swallow—to take down through the mouth into the stomach.

To delay—to wait. Noun, **Delay.**

/-en — /-en = cause to be. **Fright** = a sudden fear. **Frighten** = cause to be afraid.

A handkerchief—a cloth carried in the pocket.

To obey—to do as ordered. **Obedience.**

A trick—a clever act done in order to trap or catch a person.

MAJUSI: I would take up the carpet and pull up any loose floor-boards. I would look inside the clock, under the bookshelf, behind the stove, and up the chimney.

RIAD: They took off the legs of the table. I suppose they thought that I had hollowed them out. In the end they said that I must have swallowed it and they were going to send for a doctor . . . Ah! You're not a detective! You ARE the doctor!

HABIB: Why all this delay, Majusi? Why don't you start?

RIAD (*very frightened*): No! No! No!

MAJUSI: Don't be frightened. I'm not going to cut you open. . . .

(Majusi goes to the window; he takes out his handkerchief. Then he goes and stands behind Riad. Pistol shots and shouts are heard in the street below. Riad and Habib rush to the window. Majusi quickly takes a letter from his pocket, tears it and puts it in place of a letter on the board. Then he sits down.)

HABIB: One of my men has gone mad! He was rushing about shouting and firing his pistol in the air and frightening all the people.

MAJUSI: He was obeying my orders. I told him to do that as soon as I gave him the sign by taking out my handkerchief.

RIAD: That's an old trick. You thought that a fright would make me rush to the place where I had hidden the letter. But I told you: I have not got it.

MAJUSI: No, you have not got it.

F.

To satisfy—to supply all that is needed. **Satisfactory**—giving all that is needed, pleasing.
(**Any longer**)—for any more time.
Extra—outside. **Extraordinary**—outside the ordinary, very unusual.
Character—nature, way of behaving.
Grateful—thankful. **Gratitude**—a feeling of thankfulness.

[*Outside word*—Soot]

RIAD: So you are satisfied at last?

MAJUSI: Yes, I'm satisfied. You haven't got it any longer. I've got it.

HABIB: That's excellent. That's most satisfactory. But tell me! Where was it? How did you find it?

MAJUSI: I put myself in Riad's place. Riad asked himself, "If I were in Habib's place, where would I search? Between the pages of books, under the floor, behind the stove, inside the clock—in all the extraordinary places". So Riad put the letter in the most ordinary place where everyone can see it and no one will think of looking for it.

HABIB: Then why didn't I see it?

MAJUSI: Because you didn't look for the right thing. Riad asked himself, "What will they look for?—for a large, clean, white, oblong letter sealed with a large red seal". So he folded the letter into a small square; he dirtied it, tore it and gave it a small black seal. Here is the letter! . . . (*He shows it.*) . . . It was there! . . . (*He points to the letter-board.*)

HABIB: Ah! Right in front of my eyes all the time! But how did you know? How did you guess?

MAJUSI: I looked for something that was not in agreement with the man's character.

HABIB: His character! That's bad enough!

MAJUSI: He is a very tidy person. Such a tidy man would not put a dirty half-torn letter on the board intended for cards: he would throw it away—or put it in his desk. You must put yourself in the other fellow's place and think, "How would I behave if I were that man?" . . . (*Habib takes the letter.*)

MAJUSI: Don't you want his demand for money? His pen was wet when we came in but there was no paper on the table. There is a small black mark of soot on his right hand. He hastily put the paper in the stove just before we came in.

HABIB: I am most grateful to you. I am sure that

Lord . . . , that a certain nobleman will wish to express his gratitude to you.

MAJUSI: It has been very interesting. Tell Lord . . . Shall I tell you his name?

HABIB: No! No!

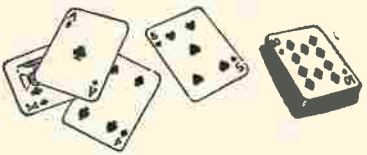
MAJUSI: Tell Lord X to show his gratitude by being more careful in future.

1805 words

Lesson Thirty-six. Exercises and Dictation

A. Card. * Cardboard.

Cards are made of cardboard. Visiting-cards have your name and address on them. Post-cards are used for short letters and need less stamps than a letter. Picture post-cards have pictures on them. Playing-cards are used for playing.



1. What does a visiting-card show?
2. How many stamps do you put on a post-card?
3. What do you pay for a picture post-card?
4. Say the name of any card game.

Figure. * Figure (= number).

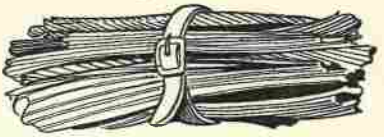
1, 2. Where can you see the carved figure of a man? (—of an animal?)
3. Where can you see a carved and coloured figure?

Figure also means written sign for a number—1, 2, 3 . . .

4, 5, 6. How many figures are there in the number of this year? [—in your age? in the number of this page?]
7. What is the *Arabic* figure for this figure—5?—7?—2?

Stripe. Strip. * Strap. To strip off.

A stripe is a long line of colour. A strip is a long piece of any material (paper, cloth, metal). A strap is a long piece of leather used for keeping a box shut (etc.).



Write this:

A strap round a lot of strips of striped cloth.

"To strip off" means to pull off in strips: "He stripped the paper off the parcel"; also to pull off quickly: "He stripped off his clothes".

B. * Knock in. Knock down. Knock over.

Use the word Knock in talking about these pictures.

Karim.

Faris.

Nada.

Anxious. * Anxiety.

Talk about any time of great anxiety: what were you (or your father or mother) anxious about?

*** Hasten.**

Hasty = hurrying, acting quickly (and perhaps foolishly). To hasten means to hurry.

What do people hasten to do [when it rains]?

[when the house is on fire? when thieves attack the house? when there is a street-accident?]

C. Regard. * Regardless of.

To regard means to look at. "Regarding this matter" means "Looking at this matter", "About this matter".

"Regardless of" means "not looking at, not thinking of". "He says whatever he thinks, regardless of other people's feelings."

1. Who buys things regardless of cost?
2. Who fights regardless of danger?
3. Who helps the sick regardless of time?

Nature. * Natural. Naturally.

1. Nature means the real character of a thing. Nada has a sweet nature: she is very good-natured, but Amira has not got a nice nature.

2. Nature means the world of plants, birds, animals. Karim is a lover of nature: he loves to study nature and know about flowers and birds and animals. He loves Nature-study.

Natural means according to nature—it is natural for dogs to fight. Grass is the natural food of cows.

Naturally means (1) as you would expect from the nature of a thing or a person. Ziad doesn't behave naturally: he acts all the time. He ought to be an actor. So (2) Naturally comes to mean "of course". "Samir stole my watch!" "Naturally; he was always a thief."

1. What has Nada?
2. What has not Amira?
3. What is Karim interested in?
4. What is the natural food of lions?
5. What doesn't Ziad do?
6. "Samir stole my money too." Why?

D. *** Noble** (= good).

Noble means (1) of high rank. Emirs and lords are noblemen; (2) very good, very brave. Say the names of three noble (= very brave) men or noble women in history.

E. Obey. * Obedient. Disobedient. Obedience.
*** Punish/ment.**

1. What is the punishment for disobedience in the [army]? What way is a disobedient [soldier] punished?

[school—school-boy; the home—child; a prison—a prisoner.]

2. Tell an imaginary story about someone who disobeyed. *What order did he [she] disobey? Why? What happened?*

/-en. Fright.

A fright means something which makes you frightened (= afraid). /-en means To make.

Make sentences using words ending in /-en, e.g. Awake—awaken, Wide—widen.

1. The mother . . . the baby	hard
2. The lamp . . . the room	broad
3. The road-makers . . . the road	bright
4. The fire . . . the clay	awake
5. The farmer . . . the cattle	quiet
6. The teacher . . . the noisy boys	fat
7. The news of her death . . . her husband	soft
8. The cooking . . . the meat	straight
9. The workman . . . the bent bar	sad

Notice. Length-/, Strength-, Height-/: Lengthen, etc.

10. The workman (made higher) the doorway.
11. The gardener (made longer) the path.
12. This band will (make stronger) the box.

F. Extra-/

Extra-/ means outside; an extraordinary thing is a thing which is outside the ordinary. Extra payments in an hotel are payments for special things outside the ordinary costs; such as a special meal, or a stove in the bedroom. These things are called Extras. You put on extra clothes in very cold weather. Very thin children need extra food, or extra milk. A good workman does extra work and gets extra pay for doing it; he is paid extra for it.

1. What things are extras in an hotel?
2. What extra work does a teacher sometimes do?
3. When do you wear extra clothes?
4. What is a labourer paid extra for?
5. For what sort of ticket do you pay extra on a ship or railway?

Dictation

Upstairs, downstairs	(*no hyphen*)	Fri**ght**ened	(—ght—)
Knock	(Kn—)	Han**dk**erchief	(—dk—)
Extr**ao**rdinary	(—ao—)	Thor**ough**	(—ough)
Beha**viour**	(—iour)		
An**x**ious, an**x**iety	(—x—)		

Please go upstairs and knock on the door. You will observe his extraordinary behaviour. He is not mad, but he is very anxious about his health and frightened of being sent to the hospital. The blood on his handkerchief is from a small cut on his lip. I doubt if there is any real cause for anxiety, but I want to be satisfied. After making a thorough examination, will you give me your opinion? I shall be waiting for you downstairs.

1808 words

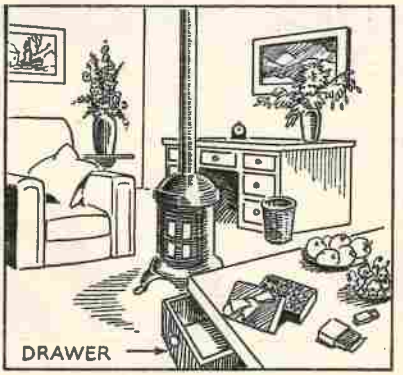
Lesson Thirty-seven. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

1. **Tell about something which gave you a fright.**

2.

This room was in the house of Ibrahim, a jewel thief. Jamil and Karim (two policemen) were ordered to search the room for stolen jewels and money. Ibrahim was present. They found many things hidden in many extraordinary places. **Write a play about this.** *Note:* The box-like container pulled out from a table is called **A drawer.**



Lesson Thirty-eight. ENGLISH PROVERBS AND SAYINGS

A.

(**A good turn**)—an act done in order to help someone.
To deserve—to be worthy of.
To cast—to throw.
A pearl—a jewel found inside a shell-fish. -->
Speed—quickness, swiftness.
Poison—liquid or powder which causes illness or death.
Tide—movement of the sea caused by the moon.
Pigs—Swine is the old word meaning pigs.

[*Outside words*—Swine = pigs: meat = food]

Tell the story of the pictures and give the meaning of the proverb.

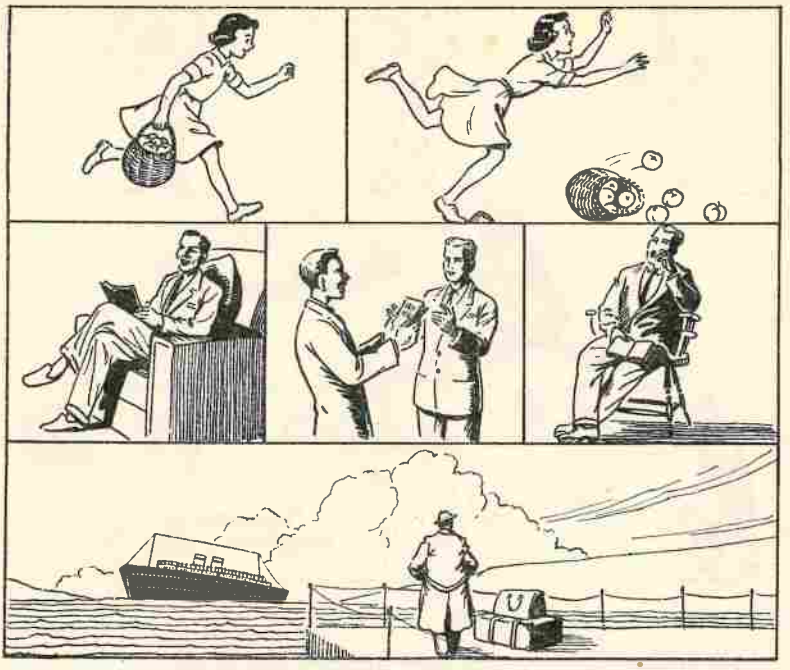
(1) One good turn deserves another.

(2) Cast not thy pearls before swine.

(3)

(4)

(5)



(3) More haste, less speed.

(4) One man's meat is another man's poison.

(5) Time and Tide wait for no man.

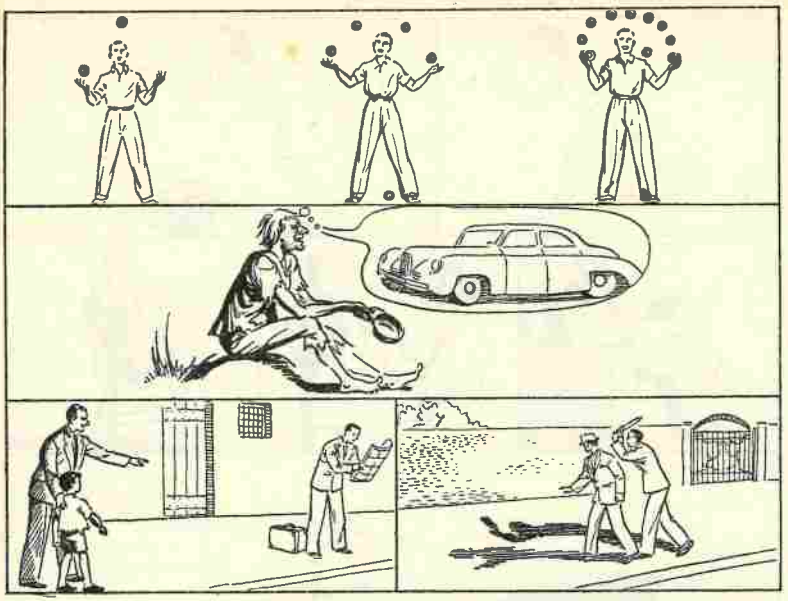
B.

To practiSe—to do a thing often so as to get skill. Noun—**PractiCe.**

A beggar—a poor man who asks people for money. **To beg**—to ask, to ask for.

Paw.

[*Outside word*—Chestnut—a nut which is cooked in front of the fire before eating]



(1) Practice makes perfect.

(2) If wishes were horses then beggars would ride.

(3) Using the cat's paw to get the chestnuts out of the fire.

(4) Coming events cast their shadows before them.

Exercises

C. **Cast.**

Cast means throw but only in certain special groups of words; e.g.:

1. To cast a shadow. 2. Cast-off clothing (=worn-out clothing thrown away). 3. Cast a net (for fishing).

Poison. *** Poisonous.**

Name three poisonous plants or liquids.

Practice.

*** Rice.**

Noun, PRACTICE. (RiCe is a noun. Rice is the grain eaten by Indians and Chinese.) To PractiSe (to riSe is a verb).

By riSing quite early and practiSing late
He got perfect by practiCe and much riCe he ate.

Dictation

D.

Write the proverbs from memory, the teacher giving these key words: 1. turn; 2. pearl; 3. haste; 4. poison; 5. tide; 6. practice; 7. wish; 8. paw; 9. shadow.

E.

First do the Review of Vocabulary given in the Companion. Then do this Composition:

Write about Arabic proverbs. (Translate each proverb into English; explain its meaning; tell a little story to show the truth of the proverb.)

1820 words

Lesson Thirty-nine

COTTON

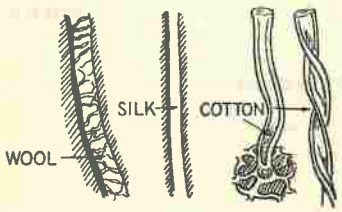
A.

Occasionally—sometimes. **Regularly**—at fixed times according to rule so that you know when the next one will be. **Regular**, adjective.

An occasion—a time when something happens.
A fibre—one hair-like thread: string is made of many fibres twisted together.
Cotton-wool—a mass of fibres of cotton, not twisted into thread.
(**And so on**)—and other things of the same kind.
A list of—a number of names written one under another.
Single—one only.
To damage—to break or spoil.

Just consider what sort of cloth you use most regularly, every day of your life, every hour of your life: the answer is Cotton. Consider how many of the things in your home are made of cotton: the boys' shirts, the girls' dresses, the bed-sheets, the house-cleaning cloths, the cotton thread used for sewing, the strip of stuff round a cut finger, the cotton-wool put on a wound—and so on —and so on. The list of things would be almost endless. You use silk occasionally, for your best clothes for some special occasion. You use wool occasionally, when the weather is cold; but you use cotton regularly, every day, all the time.

Why is cotton used so regularly every day and for such a variety of purposes? One reason is that it is the strongest and cheapest natural material. Look at a single fibre of silk and a fibre of cotton under the microscope. You can see that the cotton fibre is shaped like a screw. When the cotton fibres are twisted together to make thread, the fibres screw together. No other fibres are shaped like this: silk fibres are smooth, wool fibres are rough, but



neither silk nor wool fibres screw together like cotton fibres.

Another reason for the use of cotton for every-day purposes is that it can be washed easily and is not damaged by careless washing. Silk and wool are damaged if you boil them, but no harm comes to cotton.

B.

Lovely—very beautiful.
To spin (**spun**)—to twist or turn round; to make fibres into thread.
By means of—using it as a help or tool.
To weave (**wove, woven**)—to make thread into cloth.
To possess—to own. **Possessions**—things owned.
To collect—to gather together.

Cotton is suitable for so many things—for making lovely dresses or for the roughest floor-cloths: you wonder what people did before they had cotton. What did they use for clothes and cloths? When did people first use cotton? And where did it come from?

The English word Cotton comes from the Arabic word Qutun. According to the history books, Sennacherib first brought cotton from India. (Sennacherib was King of Assyria about 2,500 years ago: his chief city was Nineveh.)

The Crusaders brought cotton from Syria to Europe. That was about six hundred years ago; but until two hundred years ago cotton was very expensive and was not used by poor people. Until 200 years ago cotton-wool was spun into thread, one single thread at a time, by means of a spinning-wheel. This was done by women working in their homes. The thread was woven

Spinning-wheel

into cloth by weavers working in their own homes. The spinners and weavers owned their simple machines. The machines were the possessions of the workers. A merchant travelled round from house to house collecting the thread from the spinners and taking it to the weavers, and collecting the cloth from the weavers to sell it in the market.

C.

To produce—to make and supply. Cows produce milk. **Production.**
Generous—giving freely.
Dis-/, dislike—Dis-/ = not; Dislike = not like.
Contented—happy and satisfied.
Forbid (**forbade, forbidden**)—order a person not to do (it).
An evil—a bad, harmful thing: " Drinking wine is an evil ".
/-ern, eastern = of or in the east. So also northern, etc.

Two hundred years ago machines were invented in England which were able to spin many threads at the same time and to produce thread more rapidly than any hand-worker could produce it. Other machines were invented for the production of cloth. These machines were worked by water-power, and later by steam. So spinning and weaving were no longer done in the people's homes; they were done in spinning-mills and cloth-mills. The machines were owned by the mill-owners. The hand-worker possessed his own machine and worked at home, but now the machines were possessions of the mill-owner, and the spinners and weavers had to go and work in the mill.

Some of the mill-owners were good and generous men; they paid their workers generously and were good to them: others were not generous; all they wanted was to get money for themselves. The people disliked working in the mills; they were unhappy and discontented. They wanted the government to forbid the use of the machines. They attacked the mills and tried to destroy the machines. A thing which is useful to many people cannot be forbidden just because it makes a few people discontented. But after some time the government forbade the employment of young children in the mills and put a stop to other evils.

Most of the cotton for these mills was produced in eastern countries. Very little cotton was grown in America at that time. The new mills produced cloth so rapidly that eastern growers could not supply as much cotton-wool as was demanded by the mills.

D.

Valley—the low place between two hills.
Climate—the weather all through the year.
State—a piece of country under one government: the United States of America.

Comb.

A slave—an unpaid worker who is owned by his employer. Noun, **Slavery.**
A voyage—a journey in a ship.
Mercy—gentleness, forgiveness, kindness to the weak. **Merciful. Merciless.**
To pity—to feel sorry for a person in pain or trouble. Noun, **Pity.**

Eastern growers could grow cotton fast enough. Cotton can be grown in any river valley or plain where there is good black soil and the climate is suitable; but they could not separate the cotton fibre from the cotton seeds fast enough. The cotton fibres grow round the cotton seeds as a protection for the seeds. It is very difficult to tear apart these screw-shaped fibres and pull the seeds out from them. Then an American invented a machine for doing this.

Eli Whitney was the son of a farmer in the United States of America. He invented a machine which pulled the fibres through a comb so that the seeds were left on the comb and the fibres were drawn through the comb by a wheel with long teeth passing between the teeth of the comb. As a result the Americans were able to produce clean seed-less cotton-wool far more rapidly than the eastern countries. But they had not enough men able to work in the fields in the hot Southern States which are best suited for cotton-growing.

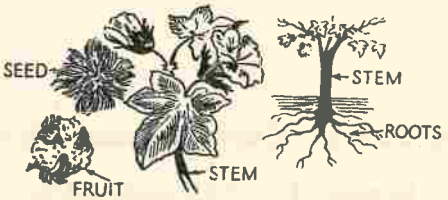
This led to a great evil—the evil of slavery. The cotton-growers began to bring in slaves from Africa. Many slaves died on the long voyage from Africa; others were sold to masters who treated them mercilessly. The people of the Northern States pitied the poor slaves; they helped slaves to run away from bad masters. In the end there was war between the Northern and Southern States of America.

E.

A victory—a battle which is won. **Victorious**—winning (battles).

/-ty. **To unite** = to make one. **Unity**—state of being united. **A union**—a unity.

To descend—to come down; to be a **descendant** (great, great . . . grand-child) of. " All men are descendants of Adam, the first man."
(**Besides**)—as well as, more than.
To encourage—to tell (him) to be brave enough to . . . .
Tender—easily damaged or pained.
Stem.
Root.



The Northern States were victorious. Out of war and disunity there came a new unity—the union of all the States into the United States of America.

Slavery was forbidden, and the descendants of the slaves (men descended from the slaves) are now good workers in many things besides cotton. Many of them are doctors, lawyers, teachers, and so on.

Cotton is now grown in many parts of the world. It is grown by big land-owners, but the government encourages small farmers to grow cotton too. The small farmer often grows the best cotton because he can take more care of every single plant. Many diseases can damage the cotton plant. When it is young and tender the stem and root are attacked by a disease. When the plant is older the leaves are attacked by insects, and (worst of all) there is an insect which attacks the " boll " (the ball of cotton). The small farmer is very careful of his few plants and protects them against their enemies. He is also able to pick the cotton more carefully than it is picked by a machine or by paid

labourers who do not care so much. Some of the best cotton in the world is grown by small farmers in Egypt and the Middle East.

This is very important because small farmers are very important people; they are the strength of any nation.

1854 words

Lesson Forty. Exercises and Dictation

A. Regular/ly. * Occasional/ly.

1. Say three things which you do regularly every day (or week), and three things which you do only occasionally.
2. Say something which sounds regularly, and something which you hear only occasionally.
3. Who passes your house regularly every day?

Single. * Singular. * Plural.

Single means "One". A singular noun is a noun which tells of one person or thing. Woman is a singular noun: Women is plural. Say some other singular and plural nouns.

"A single man" = an unmarried man. So you could say, "There was just one single single man in the room"; (all the others were married).

A cloth.

Cloth is the name of a material, but A Cloth means a piece of cloth used for a special purpose. A floor-cloth is used for cleaning the floor.

1. What is a glass-cloth used for?
2. What is a face-cloth used for?
3. What is a dish-cloth used for?

B, C. Dis-/

Read this, filling in words beginning with dis-/:

A

Jamil was a very (not honest) man; I always (didn't trust) him and I (didn't like) his brother. He bought a (not used) hut and lived in it in great (not comfort).

One day Jamil had (not appeared). The hut was in great (not order). The police thought that he was dead, but I (did not agree).

B

1. To die rather than be (not honoured).
2. The soldier was (made not able) by a wound and is not able to work now.
3. A teacher is (not pleased) by bad work.
4. The lawyer (proved not true) the man's story.

* Disease.

Easy means not hard, not uncomfortable. "He has an easy life: he lives in ease and comfort." Dis-ease means a special sort of discomfort: it means serious illness. There are many diseases in this country: some cause death.

1. What is the Arabic name of a disease which causes spots on the skin? —difficult breathing?
2. Say the name of any disease of cattle.

D. Climate.

Say the name of a country which has a [very dry] climate.

[very rainy, very cold, very hot.]

Pity. * It's a pity that . . . * What a pity!

"It's a pity" means "I am sorry that . . .": "It's a pity that Riad is ill: he's our best football player"—"Oh, is he ill? What a pity!"

Make another sentence.

1. "Nada has broken that pretty bowl." ". . . ."
2. "Afif can't come to the party." ". . . ."
3. "The cattle have got into the garden and ruined the flowers." ". . . ."

Apart. * To part.

To part from means to separate oneself from; to go away from: "I parted from him at the gate".

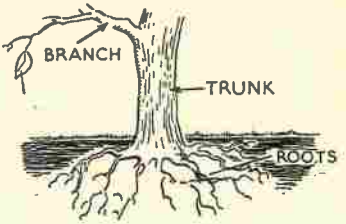
1. When does a soldier part from his wife and family?
2. What do friends do after a bad quarrel?
3. Do you part your hair on the right?—the left?—or in the middle?

A parting.

4. Say the name of a boy or girl who parts his (her) hair on the right (left, in the middle).

E. * **Trunk** (of a tree).

We speak of the Stem of a plant but the "trunk" of a tree. Talk about the parts of a tree and what each does. (The leaf takes in oxygen from the air and sunlight.)



* Courage. Bravery.

The noun of Brave is Bravery. Courage means Bravery. To encourage a person means to give him courage, to make him brave enough to do something.

1. Why does a General sometimes make a speech before a battle?
2. Why do boys shout and cheer at a game of football?
3. A good soldier has plenty of . . . . What?
4. A coward has no . . . . What?
5. What do you need when you climb a very high mountain?

/-ty.

Fill in words ending in /-ty.

1. Being able to play music = musical . . . .
2. Feeling certain of success = . . . of success.
3. The task is impossible = the . . . of the task.
4. Being safe on the road = . . . on the roads.
5. The liquid is pure = the . . . of the liquid.

(1. ability. 2. certainty. 3. impossibility. 4. safety. 5. purity.)

Dictation

Occasion	(—cc—)	Comb	(—b)
Valleys	(—eys)	Spinning	(—nn—)
Voyage	(—age)	Courage	(—ou—)
Collect	(—ll—)	Descendant	(—ant)
Fibre	(—re)		

Karim occasionally went on long voyages. On one of these occasions he collected seeds of the Syrax tree grown in the river valleys. The natives produced a very strong fibre from the trunk of this tree. The fibre was straightened by means of iron combs, made into thread by means of spinning-wheels, and woven by weavers into a strong cloth suitable for sail-making.

The voyage demanded great courage. The ship was damaged by a storm. The climate was very hot. Karim's skin was tender and he suffered much from the insects. His men suffered much from disease.

Abu Karim, his descendant, was a man of great business ability. He started the famous Syrax cloth-mills.

Lesson Forty-one. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

To dye cloth = to colour cloth. *Notice:* Sew, he sewed, it was sewn.

1. **Tell from the beginning how your Shirt was made.** (Grow; collect; separate seeds; pack; send; spin; weave; dye; cut; sew.)
2. **Write about Slavery in various countries in the past.** (Greece, Rome, Egypt—the Pyramids.)
3. **Write the life of Eli Whitney from these notes.** (Son of farmer; didn't like . . .; all time in workshop; repair musical instruments; made nails; Yale College—law; teacher in family; toys for children; the cotton *gin* (= seed separator); rich; law cases against other makers; poor.)
4. **Write about Mercy and merciful people.** (Victorious General; judge; headmaster; man who uses horses, camels, or donkeys: "A merciful man is merciful to his beast".)
5. **Write about the Climate of various countries.** (Spring, Summer, Autumn, Winter; wet/dry, hot/cold,

windy, stormy. Suitable for wheat, rice, cotton, tea, coffee, rubber. What fruit? Cattle, sheep, camels.)

1860 words

Lesson Forty-two

"NOTHING FOR NOTHING" (A Play)

A.

To preserve—to keep from decay; to save; e.g. Preserved food = food salted, or canned, etc.

China—cups, plates, etc., made of white clay.

Ornaments—carved figures, etc., used to make a room beautiful.

An exercise-book—a book in which a schoolboy writes his work.

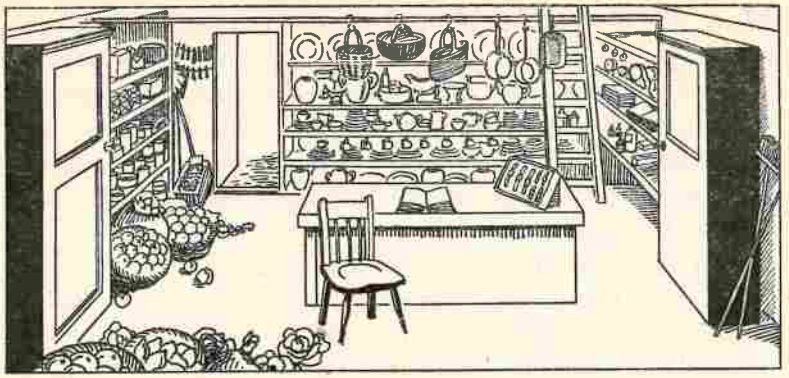
A ladder.

A beam—a strong bar holding up a roof.

A heap of (books)—many (books) thrown one on top of another.

[*Outside word*—Signboard]

The scene is a small shop. Outside the shop there is a signboard HUSSAIN, GENERAL PROVIDER. The shop is certainly a very "general" provider: on the left there are various preserved foods (canned foods, salt meat, and so on; also butter, cheese, tea, coffee). In the centre we see sets of china—cups, saucers, jugs, also china ornaments (china bowls, china figures, etc.). On the right there are pens, pencils, exercise-books, small clocks, and a glass case containing watches. Hanging from the beam there are baskets and cooking-pots; and a ladder leads up to other stores kept in the roof-space above the shop.



It is a very untidy shop. There are heaps of vegetables on the left, and the things on the shelves at the back are not arranged in rows but heaped up in disorder. This is not Mrs. Hussain's fault. Her husband is dead, and she has so much work to do in the house that she has not time to attend to the shop properly. Salim, her son, is aged about fourteen. He is a very big boy—almost a giant in strength—but he cannot give her much help because he is not very clever.

B.

(**Something**) **to do with**—in regard to, about.
Rent—money paid for the use of a house.
To let a house—to give the use of a house for money.
(**For nothing**)—without payment.
To borrow—to get the use of money (or other things) for a certain time.
To lend (**lent**)—to give a person the use of money (etc.) for a time.
To charge (money)—to ask as the price.

MRS. HUSSAIN: Salim! Salim!
SALIM (*coming through the door at the back*): Yes, mother!

MRS. H.: I've got to go and see the lawyer. It's something to do with the rent. The owner says he'll raise the rent and perhaps let the shop to someone else unless I'm willing to buy it. But I haven't got the money. I don't know what to do. So I must leave you to take care of the shop till I come back. Can I trust you?

SALIM: I've never done it before, mother.

MRS. H.: Do it now, and you'll know what to do on another occasion. Just remember one thing and you won't go wrong. Nothing for nothing! You must be paid for every sale which you make. I don't borrow money and I don't lend money, and I can't give things away free. I'm a poor woman.

SALIM: Yes, mother: nothing for nothing. But how much shall I charge the people?

MRS. H.: The prices are written on most of the things. I haven't had time to write it on all of them, but here's the price list. Don't charge more—and don't charge less.

SALIM: Yes, mother: nothing for nothing, and charge the price on the list.

C.

An account—a record of money spent or received.
A receipt—a paper showing that money has been received.
A bill—a demand for payment.
Immediately—at once, without delay.
Puzzled—not able to understand.
To divide—to cut into parts.

MRS. H.: You must keep an account of everything you sell. Here's the account-book. Look! This side of

the account-book is for Receipts; that means money which you receive. This side is for payments. The electric-light man may bring his bill: if he does, you must pay the bill and be sure that you get a receipt from him—a paper showing that you have paid the money.

SALIM: Yes, mother: pay the electricity bill and get a receipt.

MRS. H.: Now, don't trust your memory. Write everything down immediately.

SALIM: Yes, mother. Write everything down immediately . . . Good-bye, mother. . . .

(She goes out. Soon afterwards a very small boy comes into the shop.)

BOY: Mrs. Mahrus wants half a pound of cheese and a pound of apples.

(Salim cuts and weighs the cheese; then he weighs the apples. Then he stops, looking very puzzled.)

SALIM: That's too much . . . (*He takes away one apple.*) . . . That's too little. This is a puzzle! I'll have to divide it. I don't think I ought to divide an apple; but I can't give half an apple for nothing. What shall I do? . . . (*He cuts the apple.*)

BOY: She says that she'll pay you on Saturday.

SALIM: Oh, no! You go home and bring the money. I'll keep the cheese and the apples till you come back. Here, I'll give you a bill. (*The little boy goes out.*)

D.

Showy—made for show; bright-coloured.
To eye—to look at from the corners of your eyes.
To deceive—to trick; to make a person believe something which is not true.

Respect—honour. **Respectful**—polite, showing honour.

A tower.

A gift—a thing given; a present.
The change—Price 6 (shillings): I give 10 shillings: I get 4 shillings change.
To struggle—to fight with the hands and arms (not hitting); to try hard. **A struggle.**

(Salim is writing in the account-book. A man comes into the shop. He is dressed in a showy, bright-coloured suit—a suit made for show rather than wear. He has a bright-coloured shirt and tie; his hair is heavily oiled and he has rings on his fingers. He is a dishonest-looking fellow. He stands eyeing the case of watches. Salim, deceived by the man's clothes, speaks to him very respectfully.)

SALIM: What can I do for you, sir?

DISHONEST MAN: I want some cigarettes—the very best cigarettes. Let me have a box of a hundred " Golden Cloud ".

SALIM: I'm very sorry, sir; we don't keep very expensive cigarettes, sir, but you can get them at Karim's store. It's just near the clock-tower.

DISHONEST MAN: Those look nice watches. I want to choose a gift for my little daughter. I think one of those would just do. I wonder if you would run along and get me the cigarettes while I look at the watches and choose my little girl's gift?

SALIM (*speaking to himself*): He looks wealthy, and I would like to sell a watch: that would be a fine sale to write in the account-book! Mother would be very

pleased . . . (*To the man*): All right; give me the money for the cigarettes.

DISHONEST MAN: There's the money; keep the change. Don't hurry back. I must choose carefully.

SALIM: I won't be long. The clock-tower is just at the end of the street.

(Salim goes out. The Dishonest Man is putting the watches in his pocket when Salim comes running back.)

SALIM: Ha! I thought so! You thought you could deceive me by that trick! But I'm not such a fool! . . . (There is a struggle. Then Salim hits the man on the head, takes the watches out of his pocket. He puts the man in Cupboard A and turns the key) . . . There! That'll teach him to be more honest in future!

E.

Fierce—angry, wild, dangerous. Lions are fierce.

Smile.

A blow—To give a blow = to hit.

Your **chest**—the part of the body in which your lungs are.

To repay—to pay back.

Rude—opposite of Polite.

(Just as Salim turns the key, another man comes in. He is a very small man, badly dressed. He is carrying a little leather bag.)

SALIM (*fiercely*): And what do you want?—Eh?

LITTLE MAN (*smiling to show that he is not afraid*): Ha! Ha! Only your money!

SALIM: Another thief! Well, at least you're honest about it. . . . (*He gives the man a blow on his chest. The Little Man falls backwards.*) . . . Everyone seems

to want something for nothing in this place! . . . (*Salim pulls the man over to Cupboard B and shuts him into it*) . . . "Only your money!" Ha! I suppose he had a pistol in his pocket.

(A well-dressed man comes into the shop. He has a dark suit, a pearl pin in his grey neck-tie and is carrying a suit-case. His name is Faris.)

SALIM: What have you come for?—Watches?—Or money?—Or just half a pound of cheese and some apples which you'll pay for on Saturday?

FARIS: I have come to repay Mrs. Hussain some money which she lent me a long time ago.

SALIM (*puzzled*): That's a new trick. But it won't deceive me! Mrs. Hussain doesn't lend money, or borrow. So don't tell lies: tell me the truth! What have you really come for?

FARIS: You are a very rude boy! Why do you speak to me like that? I shall tell my sister about you.

SALIM: Your sister? Ha! I'll hang you up from that beam unless you tell me the truth immediately! What have you come for? What's your trick? Eh? . . . (*He struggles with Faris.*)

(Salim is struggling with Faris. The thief in Cupboard A is making a great noise on the door: the Rent-collector in Cupboard B is shouting, "Let me out! Let me out! Police! Help, help!" Mrs. Hussain comes back into the shop.)

F.

Let go of—opposite of "Hold on to".

To adviSe—to tell a person what he ought to do. A piece of **adviCe.**

Interest on money—money paid for the use of money lent.

A relation—a member of your family (however distant).
To support—to hold up: to pay all the costs of a person.
To hate—opposite of Love. Noun, **Hatred**: adj., **Hateful.**

MRS. HUSSAIN: What's all this? What *is* all this noise? (*Salim lets go of Faris.*) . . . Faris! My brother, Faris!

FARIS: Nada!

MRS. H.: But what's all that noise? . . . (*She opens Cupboard B.*) . . . It's the Rent-collector!

SALIM: There's a watch-collector in the other cupboard.

MRS. H.: Oh, Faris, I do need your advice. I'm in terrible trouble! They're going to turn me out of my shop and let it to someone else!

FARIS: You shall buy it! I've come to repay you the money which I borrowed. With the interest for all these years it's quite a lot now. But I'm a very rich man. You've no need to think about money any more. You're my only relation; I'd like to support you and give you all that you need.

MRS. H.: Oh, Faris!

SALIM: And I nearly hung him up on the beam! (*The boy comes in.*)

BOY: Apples and cheese for Mrs. Mahrus—and here's the money.

SALIM: Here! Take the stuff; and here's your money: you can have it for nothing! . . . (*The boy takes the packet.*)

BOY: And she says that she hates people who can't trust their neighbours for anything. She says, "Mrs. Hussain is a hateful old woman!"

SALIM (*driving him out of the shop*): And here's half an apple for yourself! . . . (*He throws it at the boy.*)

MRS. H.: Oh, Faris! I'm so glad to see you!

1898 words

Lesson Forty-three. Exercises and Dictation

A. Preserve. * Jam.

To preserve means to keep safe. A well-preserved old lady is a lady who does not look as old as she is. In speech the common meaning of Preserve is to keep food from going bad. Meat is preserved by salting it, or by canning it. Fruit is preserved by boiling it in sugar: fruit boiled in sugar and used for spreading on bread is called "Preserves"—or (more usually) **Jam.**

1. How is meat preserved?
2. What are "Preserves"?
3. Say the name of an ancient city which is well preserved.

A beam. * A beam of light.

A beam is a long piece of wood or iron. A beam of light is a long line of light—sunbeams, moonbeams, the beam of light from a lighthouse.

1. What is the beam of light coming through?
2. Is it a sunbeam or a moonbeam?
3. What is the beam of light falling on?
4. What other beams of light can you see?

Ornament. To ornament. Ornamental.

Talk about ornaments and ornamenting.

(Ornaments in a room: a building ornamented with carving; or paintings; ornaments on a dress—jewels.)

Exercise. * To exercise.

Use the word Exercise and say this from memory:
To . . . means to use. " . . . your arms " means Use your

arms so as to make them stronger. To take . . . means to walk, run, play games, swim. " . . . the horse " means make the horse walk or run so as to keep it healthy. An . . . in a school-book means something which you use so as to learn the subject. Arithmetic . . . s teach you to use numbers. English . . . s teach you to speak and write English.

1. How do you make your body stronger?
2. What does a horse need every day?
3. How do you learn Arithmetic?

B, C. * An account of.

Give an account of = tell the story of.

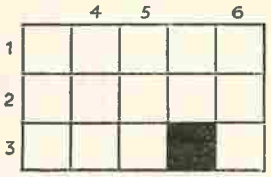
1. Where can you read an account of events of long ago?
2. Where can you read an account of events of to-day?
3. Who wrote an account of his travels in many lands?

A puzzle.

A puzzle is something difficult which you do to pass the time. This is a Crossword puzzle:

Across. 1. Cups and Saucers.
2. Depends from.
3. A donkey.

Down. 4. Possesses.
5. Part of inside.
6. Remains of a fire.



Divide. Division.

$6 \div 2 = 3$. " Six divided by two equals three ": this is Division; it is division of six by two.

Say the same of: $15 \div 5$: $63 \div 7$: $72 \div 9$.

D. Respect. * Respectable.

A respectful person is a person who treats you with respect (honour, politeness).

A respectable person is a person who ought to be treated with respect, a person who is worthy of respect. Write this:

A respectful man shows respect to respectable people.

Deceive. * Deceit. * Toes.

[*Outside word*—To counterfeit = to make imitation coins or notes]

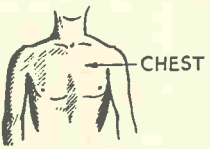
Question:

Can you tell me why
A dishonest man's eye
Can better spy
Than you or I
On how many toes
A little cat goes?

Answer:

A man of deceit
Can best counterfeit;
And so I suppose
He can best count her toes.

E. *** A chest.**



Your chest is the box-like part of your body in which your lungs are. A chest means a big box. "The robbers put the gold in an iron chest and buried it in the ground." Where have you seen a chest, and what things are kept in it?

F. **Re-/**

Use words beginning with Re/. (*No hyphen.*)

1. You must (write) this exercise again.
2. He did not (pay) the money which I lent him.
3. The friends were (united) after a long parting.
4. I visited Cairo in 1933: I (visited) it in 1943.
5. The letter has been opened and (sealed up again).

* Relation.

1. What is the relation between Faris (son of Ziad) and Jamil (son of Ziad)?
2. What is the relation between 4 and 2?
3. What is the relation between Milk and Cream?
4. What is the relation between a printer and books?
5. What is the relation between Fire and Air (Oxygen)?

To advise—(A piece of) * Advice.

To practise—Some practiCe. (To rise—some rice.)
To advise—Some adviCe.

Note.—A piece of advice or Some advice (*not* " *An advice* ").

1. Tell how someone once gave you a piece of advice. What did he advise you to do?
2. To whom does a [doctor] give advice?
   [lawyer, banker]

Support.

You can see the same meaning in these three sentences. What is it?

1. These beams support the roof.
2. He supports his old mother; he pays for her rent and food.
3. Karim said in the meeting that the hall must be rebuilt. I supported him.

RHYME

WAYS OF LOOKING AT THINGS

G.

Glance, Gaze, Peer, Peep, *To eye, A glimpse, Stare, Glare.

Envy = desire for something owned by some other person. **Envious,** adj.

I glance at the paper; I gaze at a star.
I peer at a thing which is misty or far.
At something surprising or curious I stare;
At a person who makes me feel angry I glare.
I peep through a hole: with envy I eye,
I just catch a glimpse of what goes quickly by

Dictation

Puzzle	(—zz—)	Ladder	(—dd—)
Some adviCe, To adviSe		Immediately	(—mm—)
Renew (*no hyphen*)		Struggle	(—ggle)
Beam	(—ea—)	Receipt	(—pt)
Support	(—pp—)		

"I am rather puzzled," he said, "and I want your advice. I employed a man to renew the floor in the tower and put in a beam to support the roof. The ladder broke and the man fell. I sent him to hospital immediately. His wife was struggling to bring up ten children. I gave her some money, but I did not get a receipt. Now she says that I gave her nothing, and her lawyer says that I must support her and the family until her husband recovers. What do you advise me to do?"

china (—cups, etc.: small c).

Write this:

The Chinese in China first invented china.
We use china cups and saucers for tea.

1907 words

Lesson Forty-four. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

Learn this poem teaching the names of different sorts of shop.

←—**Pans.** (**Food-stuffs.**)

The **Dairy** sells butter and milk;
The **Butcher** supplies me with meat.
The **Draper** sells ladies their cotton and silk;
The **Confectioner**—things which are sweet.

From the **Hardware**† you get pots and **pans**;
A **Tailor** will make me a suit.
A **Grocer** sells sugar, tea, food-stuffs in cans,
And a **Greengrocer**—green-stuff and fruit.

A **Baker** supplies me with bread,
And a **Stationer**—papers and ink.
A **Hairdresser** cuts off the hair on my head;
A **Chemist**‡ sells medicine to drink.

† (In England = Ironmonger. So also a Fish-shop is called a Fishmonger.)

‡ A Chemist sells all sorts of medicine, also soap and beauty creams, etc. In U.S.A. a Chemist is called a Drug-store and often sells ice-creams and many other things.

Tell how you went to each of these shops and what you bought at each. (Bring in the words—How much do you charge for . . . ? Bill, Receipt, My change, Put it down to my account.)

1918 words

Lesson Forty-five

FIRST AID IN THE HOME

A.

Aid—help. (This is a Reading word except in the one use " First Aid ".)
Knowledge—knowing; things known.
To alarm—to frighten.
To faint—to lose consciousness.
Presence—being present. **Absence**—not being present.
Calm—opposite of Excited.
Belief—noun of To believe.

The word Aid means help. "First Aid" means the first help which you can give to a person in an accident or sudden illness before the doctor arrives. Everyone ought to have some knowledge of First Aid. Do not think of First Aid as something useful only in terrible accidents; it is most useful in the little common accidents of the home.

Accidents are sometimes rather alarming: there is a lot of blood; there are people crying or shouting, people who have fainted. The first rule of First Aid is "Keep Calm". "Presence of Mind" means being able to think quickly and clearly and calmly in a moment of excitement. There is a funny saying: "What's better than presence of mind in a car accident?" The answer is, "Absence of Body". But, if you want to help others Presence of Mind, Calmness, is what you need.

The second rule, in any serious accident, is "Send for the doctor without delay". Some people have the mistaken belief that they can do just as much good as any doctor: that is a very dangerous belief. First Aid tells you what you can do, in a serious accident *until the doctor comes*—NOT instead of sending for the doctor. But most of the cases where First Aid is useful are not serious—unless you do the wrong thing and make them serious.

B.

A bandage—a *strip of cloth used to tie up* a wound. →

Sharp—A sharp knife cuts well.
Pressure—pressing.
To heal—A wound heals when it gets well and the skin joins up.
Antiseptic—liquid or powder which kills germs.

Firm—strong so that it is not easily moved.
To scratch—to mark with a pointed thing.
To scrape—to rub with the edge (of a knife) so as to take off the surface.

A cut hand.

Suppose someone cuts himself with a sharp clean knife: what is the correct thing to do? It is not a deep cut but there is a lot of bleeding. First: press the cut firmly with a clean piece of cloth: firm pressure will soon stop the bleeding, and the pressure will bring the cut sides together. If the sides of a clean cut are pressed together immediately they will grow together and heal very quickly. Second: take some cotton-wool and a piece of clean cloth to be used as a bandage. Put the cotton-wool in an antiseptic (a liquid which kills germs) or in salt and water. Tie it on to the wound. Tie it firmly enough to keep a little pressure on the cut. After a day or two you can take it off. Do this gently in warm water so that you do not pull the cut open.

A dirty wound.

Suppose a child falls down and scratches or scrapes his knee. It is not a very deep wound but there is a lot of dirt in it. What is the correct thing to do?

C.

To repeat—to say or do again.
View—seeing: the way you see it = your opinion.
Outer, Inner—more outside, more inside.
To permit—to allow.

Scissors.

What is the correct thing to do for a dirty scraped or scratched wound? Use a lot of weak antiseptic. I

repeat—use a *lot* of liquid. Fill a big jug with warm water and put a little antiseptic in it. Fill a big basin with warm water and put some antiseptic in it. Now wash the wound using plenty of the liquid. Rub away every trace of dirt. Pull the wound apart and pour the liquid into the wound. If there are any pieces of loose skin, cut them away with scissors. Wet some cloth in the antiseptic, put it on the wound and tie it on. The bandage should be loose, just firm enough to keep the wet cloth in place. Change the wet cloth next day and put on another wet cloth. As soon as the wound begins to heal use a dry antiseptic on a dry cloth.

Burns.

Burns are very common accidents in the home, and they may be very dangerous. First—what should you do with a small burn? Doctor's views on the treatment of burns have changed: at one time you were told to put oil on a burn. Doctors have learnt from the terrible burns in the war never to put oil or fatty creams on a burn. A burn takes off the outer protecting skin and leaves a large surface of inner skin open to the attack of germs: germs grow well in oil. Make some strong tea: cool it. Put a cloth in the cool strong tea and put it on the burn. Large burns are very dangerous; send for the doctor at once and, until he comes, keep the person warm; give him hot tea or coffee to drink.

Don't permit anyone to put oil or fat on the wound. If you cannot get a doctor, clean the place gently with a

weak antiseptic which does not cause pain, and use a cloth wetted with it (or with strong tea) as a covering. I repeat—DO NOT put fat or oil on a burn.

D.

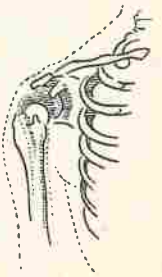
Snake. ————→

To suck—to draw in liquid with the mouth.
Precious—worth much money, very valuable.
Joints—joining places. Your arm bends at its joint.
Shoulder—part between the top of the arm and the neck.
Costly—costing much money.

Bites.

Insect-bites are painful, but not usually dangerous; but a snake-bite can be very dangerous. Tie a tight band round the limb between the bite and the body so as to prevent the blood from carrying the poison to other parts of the body; the band can stay on for half an hour—not longer. Cut the place where the bite is: the cut should be half an inch (about one centimetre) deep and one inch long. Suck the poison out. Give the person hot coffee and keep him warm. Send for the doctor immediately. Time is precious; a few minutes in tying the band and in getting the doctor may make the difference between life and death.

Bones.



In serious accidents bones are sometimes broken or the bone is pulled out from its joint. The picture shows a shoulder bone which has been pulled out of its joint: this is a common accident

and a person who has had a good training in First Aid can often put the joint back into place. If this is done immediately, it is much easier than later on: but, if you do not really know what to do, you may do a lot of harm. Don't move the damaged limb. Keep the person quiet and warm, and wait till you can get someone who does know.

Sensible First Aid can do a lot of good. But mistakes are costly; they cost pain and make the damage worse. They cost time by making the healing slower.

Learn what to do. Don't do more than you know. —A little knowledge is a dangerous thing.

Lesson Forty-six. Exercises and Dictation

A. *** Presence. * Tense.**

Notice the different meanings of the word Present:

(*a*) 1. "The Emir was present at the game. The game was played in the presence of the Emir."

2. The present tense of Did is Do. What is the present tense of Said?

3. Present time; past time. There is no snow on the ground at present, but there was in the winter.

(*b*) He gave me a present of five pounds on my birthday.

B. **Sharp.**

Use the word Sharp in the spaces:

A . . . knife cuts well. A . . . needle has a good point and goes in easily. A . . . pain is a pain like the cut of a knife or the prick of a needle. Sour fruit has a . . . taste, and a pistol-shot makes a . . . sound. If your eye-sight is . . . you can see far and clearly. If you have a . . . mind you can think quickly and see through difficulties.

A . . . fellow is a clever man—perhaps too clever.

" . . . practice " means a piece of clever but dishonest dealing in business.

*** To bind (bound).** *** An iron band.**
*** Bound to (say).** **A bandage.**

1. To bind means " to tie ", " to tie together ". A group of people bound (tied) together by some work which they are all doing is a band: " A band of robbers ". An iron band is a strip of iron used to bind something tightly: boxes and barrels have iron bands on them. A bandage is a cloth-band which is put on a wound.

2. A person who is " tied " by some duty or promise is bound by it; he is bound to do his duty: he is bound to do what he has promised.

1. Why do we speak of a " band " of musicians? What are they bound together by?
2. What is a band of soldiers bound by?—(duty, obedience).
3. What are rubber bands used for?

Use the words " Bind ", " bound ", " bands ", " bandage ".

4. (Tie up) the wound: put a . . . on it.
5. I am . . . by my promise; so I am . . . to keep it secret.
6. A barrel strengthened with iron . . . .

C. View.

View means " seeing ".

1. What do you see when you look down from the top of a hill over beautiful country?
2. My window faces the sea. What do I get from my window?

My way of looking at a matter = my opinion. Use the word View in place of " Opinion ", " Thought ", " Belief ".

3. In my opinion Karim's business is dishonest.
4. I have given my thoughts on the subject in my book.
5. What are your beliefs about the evils of the cinema?

Permit. * Permission.

To permit = to allow. " Allow " has no noun in the same meaning, so we have to say, " He asked for permission ",

"He got (was given) permission". Say these sentences using the word "permission":

1. He asked the Headmaster (to be allowed) to go home.
2. I have (been allowed) to stay at home on Wednesday.
3. You must not use my bicycle without my (saying that you may use it).

D. Precious.

Say the names of two precious metals and two precious stones.

Dictation

A. Ca**l**m (—l—)
Permi**ss**ion (—ss—)
I**nn**er (—nn—)
Scra**tch** (—tch)
To h**ea**l (—ea—) *but* My h**ee**l (part of foot) (—ee—)
Knowl**dge** (—dge)
Pre**c**ious (—c—)

The teacher said, "Keep calm! With your permission I will examine him. . . . The scratches on the inner side of the leg and the scraped knee are not important, and the cut in the heel of the foot will soon heal. In my view the damaged shoulder is serious. I have not got the knowledge or the skill to deal with it, and time may be precious. You should send him to the hospital immediately."

B. **Sc**issors (sc—)
Science (sc—)
Scene, **Sc**enery (sc—)

The scientist is working with knives and scissors. The painter is painting the scenery with a brush.

Lesson Forty-seven. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

1. **A child fell off a bicycle. She had a dirty scrape on her arm and a deep cut in her hand. Tell what First Aid you gave.**

2. **Write about precious metals and precious stones.** (What are they? Where found? How used?)

3. **Write about snakes.** (Different kinds, using Arabic names; where found; appearance; size; harmful or harmless. What to do for a snake-bite.)

1943 words

Lesson Forty-eight

PURSUIT

A.

Glorious—very fine, very noble, very famous. Noun, **Glory.**
Deeds—things done; acts.
A kingdom—land ruled by a king.
To defend—to protect by fighting. **Defence.**
Loyal—faithful (to a king or ruler).
To deliver—to free.
To advance—to go forward.
Splendid—very fine, very noble.

Perhaps the greatest of all Muhammedan soldiers was Khalid-ibn-al-Walid: his most glorious deed was the march from Al-Hirah to Damascus, but you have read about that in your history-books. The greatest Muhammedan conqueror was the Emperor Babar; and his son, Akbar, was one of the wisest rulers there has ever been.

Babar was ruler of a little kingdom to the north of India. He could not defend his kingdom against his enemies: he was driven out of it, but he still had some loyal followers. In time he gathered more. He could

not deliver his own country from his enemies, so he decided to gain a new kingdom: he turned south and advanced into India. The people in northern India hated their ruler, and wanted to be delivered from him. The ruler of India advanced against Babar with 100,000 men; Babar had only 12,000 men, yet Babar won a splendid victory. Then he gained another victory, even more splendid, against an army of 200,000 men.

Babar kept a book in which he wrote down the events of each day just as they happened: it is one of the most exciting books you can read—better than any story-book; and it is all true. This story, which follows, tells how Babar escaped from his kingdom.

B.

To translate—to change words from one language into another language.
To charge—to run at and attack.
To aim at—to try to hit; " Aim a gun at him ".
Steady—not moving, not changing.
Slight—little, unimportant.
Terror—great fear.
Range—distance over which a gun can shoot.

(This story is translated from the book which the Emperor Babar wrote.)

Just as we came opposite the gate we saw Sheikh Bayazid charging into the town from the other side. I aimed an arrow at him, but my aim was unsteady and I missed him. He turned down a narrow lane and I went in pursuit. My loyal friend, Kuli Kukildash struck a soldier on the head and passed another. Then Ibrahim Beg saw one of the enemy aiming an arrow at him: he shouted, " Hai! Hai!"; then the man turned

and shot at me. The arrow struck my shoulder, but it broke on my armour and the wound was slight—only a scratch.

I charged at him, and he fled in terror: I aimed an arrow. It missed him: he was out of range; but the arrow went through the cap of another man who was running along the top of a wall, and there his cap hung, pinned to the wall.

A horseman passed close to me, charging up the lane. I struck him in the face with my sword. He nearly fell, but he steadied himself against the wall and so kept on his horse and escaped.

We drove out the enemy from the tower which defended the gate. Then I sent a message to Jehangir: "Come quickly to my aid and deliver me from my enemies". We waited there for his reply.

C.

To curse—to say bad, angry words; to wish evil to a person.
To deliver a letter—to give a letter to the person who should receive it.
To gain on—to run faster than the person in front.
Direction—South is in the opposite direction from North.
Direct to—straight to.
Grief—sorrow.

I waited anxiously for Jehangir's reply, cursing him for his delay. No answer came. Perhaps my message was never delivered. I could wait no longer: I had only fifty loyal men with me, and the enemy had thousands. As we moved off, a company of horsemen came in pursuit. Their leader called out to Ibrahim, "You are always saying how brave you are. Stay and fight!" Ibrahim, always eager for battle, cried, "Come

on!"—Mad fool! I ordered him to ride on with me, and he obeyed—unwillingly.

The pursuit was now very close. They brought down man after man as they gained on us.

We fled in the direction of a place called the Garden House. There Ibrahim was caught. The loss of Ibrahim was a great grief to me; but we rode on. I decided to go direct to Sang. By the time we reached Sang I had only eight men left. After Sang we left the pursuers behind.

From Sang there was a track leading through deep valleys. We followed this little-used track. At last we came out from a valley on to a plain.

D.

A range of hills—a line of hills.
Horizon—the edge between sky and sea (or land).
To fade—to become less bright.
Beneath—below.

Cliff.

A steep (hill)—A steep hill goes very quickly upwards.
To slip—Ice is **slippery**; your feet slip on it and you fall.
A cliff—the side of a hill which goes straight up like a wall.
(**Aim**—purpose).

As we came out from the range of hills on to the plain I saw a black spot far away, almost on the horizon. I thought that it might be a company of the enemy; so I climbed up a hill. The light was now fading. I looked over the plain beneath, but could not see what the thing was. Just as I came down from the hill a company of horsemen came from behind. We sprang to our horses and fled.

Our horses were tired. My companions fell behind

one by one. At last I was left alone with Kuli Kukildash. His horse went more and more slowly. I tried to encourage him: " If I lose you," I said, " where can I go? Dead or alive we will keep together ". But he replied, " My horse is finished. Go on alone, and may God preserve you ".

Kuli Kukildash fell behind. Two of the enemy were still on my track.

At sunset I came to a steep cliff. I rode my horse up the cliff: the cliff became steeper and steeper as I went up. The horse's feet slipped on the loose stones. At last I dismounted because the horse was slipping down; it could not go on. The two men dismounted also. They shouted to me: " What is your aim in going on and on in a dark night where there is no road? "

I did not reply.

E.

(**Aimless**—purposeless).
Arms—instruments with which soldiers fight—swords, bows and arrows, guns, etc.
To spare—not to take.
Fate—future events fixed by Heaven.
Since—because.
A wood—a small forest.
Alight—burning.

" Let us stop this aimless pursuit," they said. " Put down your arms and come with us. We will spare your life."

I answered, " I do not trust you—or your leader. Go back the way you came and leave me to my fate ".

Then they said, " Since you will not come with us, we will follow you and serve you ".

I was puzzled by their behaviour: I did not trust them, but I let them come with me. We came to the village of Karman and went into a hut near a small wood. I arranged with Kadir Berdi, the head-man, to bring us food. (I learnt later that the two men sent a message through him to my enemies.) We got branches from the wood and made a fire and, as soon as it was alight, I fell asleep.

I was awakened next morning by one of the men who was on watch on the top of the house: he ran down crying, "Yusuf! Yusuf!" Yusuf was my enemy. The man came into the hut and said, "The Sheikh knows that you are here".

F.

Murder—such killing as is punished by death.
To grieve—to be very sad; to cause a person to be sad.
In cold blood—when not angry or excited.

When I heard this I was very alarmed. I went out into a corner of the garden. I said, "If I must die, let me be killed in battle, not murdered in cold blood". Then I said, "Why should I grieve because death is near?

> If a man should live but for a single night
> Or for a thousand years might see the light,
> Yet in the end his time must come to die
> And leave at last these houses of delight."

I said a prayer asking God for his mercy. Then I fell asleep.

As I awoke I heard Yusuf talking with the others about some trick to make me yield without a struggle,

or to murder me as I slept. I said, " I hear what you are saying, and I am just waiting to see which of you comes near me ". As I spoke I heard the sound of horses. Yusuf said, " If we had delivered him to the Sheikh, dead or alive, he would have given us money; but now they have sent a company of horsemen to take him ".

The horsemen tried to find the gate of the garden. When they failed, they broke down the wall. . . . And I saw that they were Muhammad Barlas and Babar Pagani, two of my most loyal men with fifteen or twenty others.

(Adapted from the Memoirs of Zehir-ed-Din Muhammad Babar, written by Himself; translated by Leyden Erskine and de Courteille.)

1975 words

Lesson Forty-nine

YOU CAN NOW READ TEN MORE BOOKS

A.

Knight.

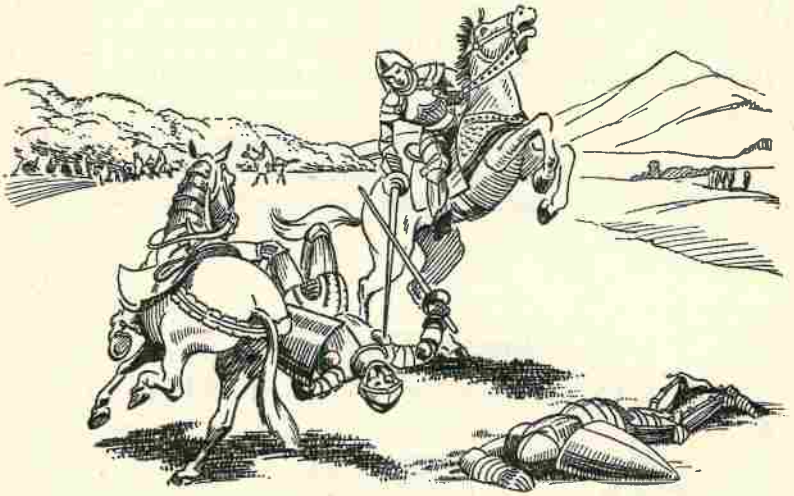
Shield.

Spear.

Mystery—a thing which you cannot explain or understand.
Mysterious, adj.

A prize—a thing given for good work.

1. QUENTIN DURWARD. This is a story about knights in armour and fighting with shield and spear. A young man from Scotland, named Quentin Durward, went to serve the King of France. He was given the task of taking two noble ladies safely on a long journey across France. The book tells about his battles and adventures on the way—and there is the happy ending which you expect.



2. LORNA DOONE. The Doones lived in a mysterious strong-hold (fort) in the hills: no one could enter it. They rode out from it robbing people in all the country round. Ridd, the son of a farmer, climbed up a water-course into the strong-hold and met Lorna, grand-daughter of their leader, and fell in love with her. The story tells how in the end the Doones were beaten. Ridd married Lorna, who was really the child of a noble family.

3. The Black Tulip. The Dutch are the people of Holland: they grow beautiful flowers, and the most beautiful is the tulip. A prize was offered for the man

who could grow a black tulip. Cornelius, a young man, succeeded. His enemy, Isaac, stole the tulip and had Cornelius sent to prison. There the beautiful daughter of the prison-keeper helped him, and in the end . . . It is a very easy book to read.

4. THE CAT OF BUBASTES. This is a story about Egypt.

B.

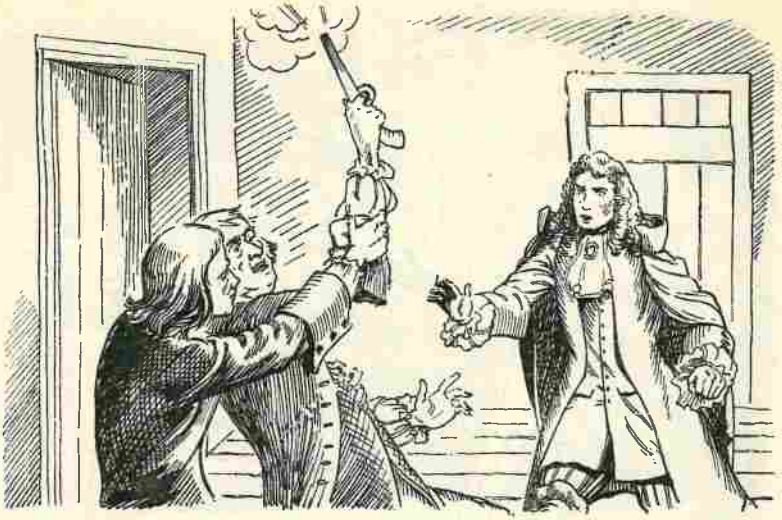
To appoint, an appointment—He was appointed Headmaster = he was made headmaster; he got the appointment.

To suspect—to think that a person has done wrong. **Suspicion,** noun.

Secretary—person who writes letters for a business-man.

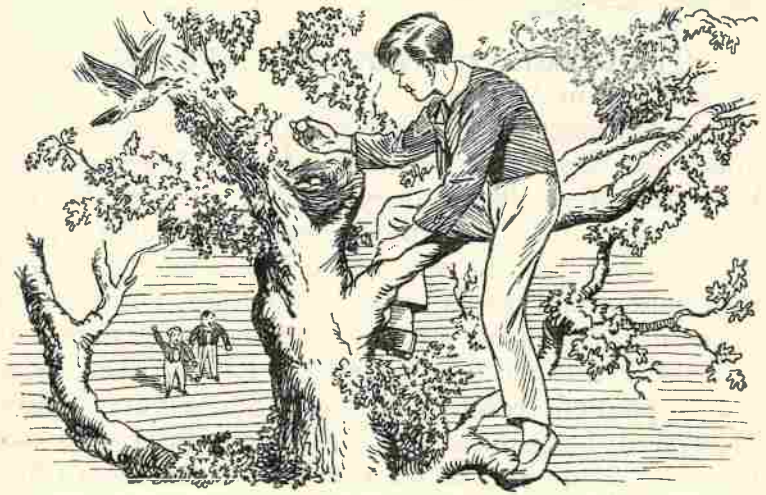
5. THE DEERSLAYER. Adventures with Red Indians in the forest in America.

6. SHREWSBURY. Richard Price, son of a farmer, was appointed teacher in a small school. There he was suspected of stealing money from a chest under the Headmaster's bed. Under a cloud of suspicion he ran away to London: he was not a brave man. He hid in London and for a time worked for Ferguson, a mysterious man who was a writer of News-letters, but was also in fact plotting against the King. Later Price was appointed secretary to Lord Shrewsbury. Price discovered Ferguson's plot. Although Price was not brave he conquered his fears and saved the King's life.

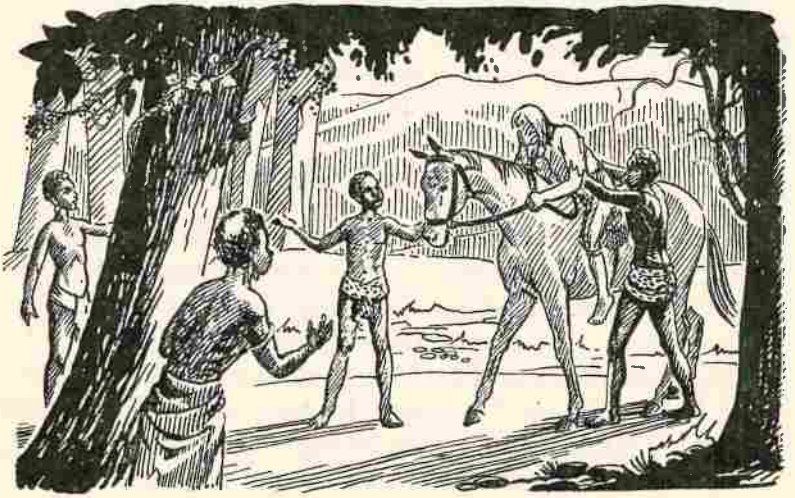


Shrewsbury

7. TOM BROWN'S SCHOOLDAYS. This is the most famous story about school-life in England.



8. JUNGLE JOHN. A jungle is a great forest in India. The book tells about hunting wild animals in the jungle.



African Explorers.

9. African Explorers. This is about men who travelled into unknown parts of Africa.

10. The Cloister and the Hearth.

1983 words

Lesson Fifty

THE DEAD HAND

A.

Title—The title of a book or story is its name. The title of a man shows his rank or honour—" Lord ", " Sir ".
Priest—A priest teaches people about God and leads their prayers.
Ghost—the spirit of a dead person seen by the living.
To address a person—to speak to him.
To obtain—to get.
Fever—illness which causes great heat of the body.
Owing to this—because of this.
Machinery—machines.

[A permit = a letter giving permission.]

I have given this story a strange title; it is a strange story: it is a ghost-story. But some people do not believe in ghosts, and they will say that I imagined it.

Bandar is a small mountainous country. Its ruler is always addressed as The Mong. I do not know what that title " Mong " means; it may mean King, or Judge, or High Priest. The Mong is all these things.

My father was able to do the Mong a great service; he saved the Mong's life when he was dying of fever.

Owing to this good fortune, my father obtained permission to look for metal-bearing rocks in Bandar. But soon after his return to England my father died.

After my father's funeral I looked through his papers and found a letter addressed to me: "My son. With this letter you will find a permit given to me by the Mong to search for metal-bearing rocks in Bandar. This permit is very valuable. Before I left Bandar I found gold. If I die before I am able to return, you must go there and carry on my work. The people of Bandar are kind and noble, but they are terribly poor. With better roads, with water-ways to carry water to their fields, with machinery for their farms, with schools and hospitals they might be happy and healthy. I trust you to use the wealth which you will obtain from the gold-mine, not for yourself, but to bring health and happiness to these people who are my dearest friends".

B.

To **occupy**—to take and hold: "Occupy a house—a seat".
Occupied in (certain work)—kept busy by the work.
My **occupation**—my work.

The business which arose owing to my father's death kept me fully occupied for over a year. At last I had set all in order and was able to start out for Bandar.

When I went to get my ticket, I noticed an unpleasant-looking man just behind me who seemed to be taking a great interest in me and my doings. He had a short red beard and narrow eyes. I learned later that his name was Dr. Quaritch. I was fated to see him on two future occasions under strange conditions.

When I went to my hotel before setting out on the air-journey, he was there. A servant told me that he asked a lot of questions about me.

In the early morning of September 3rd I went to the airfield and took my seat in the aeroplane. I found the same Dr. Quaritch occupying a seat just behind me.

There was one stop on the journey. When I got out he stayed in the plane. On my return I found that my case had been opened: it contained only my washing things and unimportant papers: the Mong's permit was in my pocket.

At the end of the air-journey my friend, Ali Mustafa, was waiting for me. He knew the country well and had lived there as a child. He had with him a car suitable for travel over mountain roads. We set out at sunrise hoping to reach Bandar before dark.

I drove: Ali occupied the front seat beside me. There was only our luggage in the back of the car. (Notice

this: it is important: only our luggage was in the back.)

As we set out I observed another car waiting near the air-field.

C.

[A scar=the mark of a healed wound.]

The road was even worse than I had expected. By midday we had covered less than half the distance. At sunset we were still far from Bandar. There were still ten or fifteen miles of steep twisting road, the worst part of the journey. I turned on the lights of the car. It was very hard to see the way. It began to rain, and that made things even worse.

Just before the sharpest angle of the road, I turned to Ali: " Did you speak? " I said.

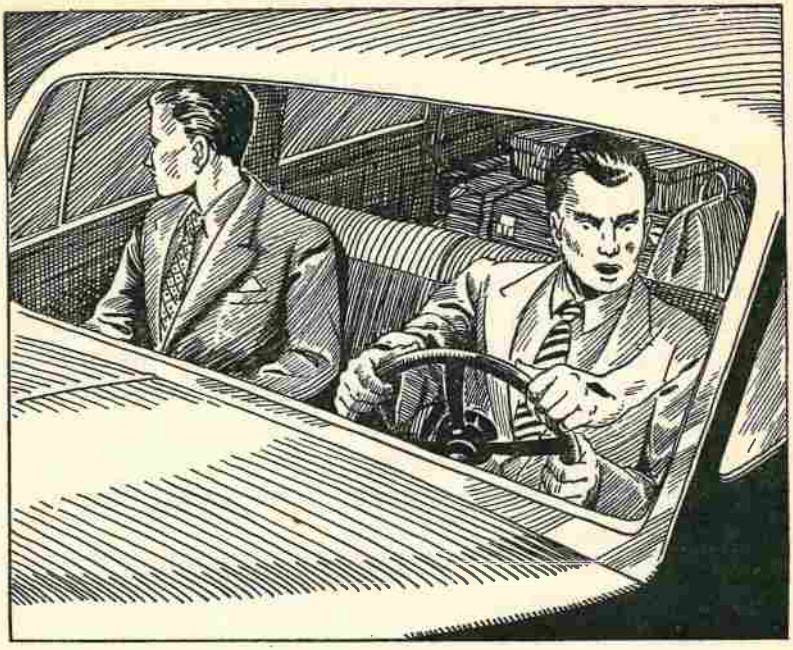
" No," he answered. " I didn't say anything."

" I thought you cried out ' Stop! ' "

I heard the voice again, clear and urgent as if shouting in my ear: " Stop! Stop! Stop! " I said to myself, " I'm tired: I'm fancying things."

The voice grew louder—louder—more urgent, but I drove on. Then a hand reached over from the back of the car. I saw it as plainly as I see my own hand now as I write. The hand seized the wheel and turned the car so that we crashed into the hillside on our right. There was a scar on the back of the hand: I saw it quite clearly. My father's hand had just such a scar.

The car was wrecked. We set out to walk. Just round the bend, the road had been blown up. If we had driven on, the car would have fallen hundreds of feet, and both would have been killed.



D.

"There's a pathway," said Ali. "It goes up the face of the cliff: I climbed it as a boy."

When we reached the top of the cliff I looked down and saw the lights of another car coming up the road. Dr. Quaritch, the wealthy mine-owner and business-man, was coming to make sure that I was dead so that he might get mining-rights in Bandar.

My guess was right. When we reached Bandar the Mong was very friendly. "A man came and told me that your father was dead and that he had no son.

He asked me to give him a permit like that which I gave to your father. But I was suspicious of him. . . . "

. . . . . .

I think my father would be pleased if he saw what Ali and I have been able to do for the people whom he loved so much—so much that he came back from the dead to save his son's life and to help them.

1992 words

Lesson Fifty-one. Exercises and Dictation

A, B, C. **Deliver. * Delivery.**

To deliver means (1) to set free: "Deliver me from my enemies". You get the same idea (setting free) in "She was delivered of a baby" = she gave birth to a baby; (2) to give a thing to its owner: "The postman delivers letters. The grocer's cart delivers goods at people's houses". There is a saying, "He got the speech off his chest" meaning "He had to make a speech, and he was glad when he had made it". In newspapers we read, "He delivered a speech". Use the words Delivered, Was delivered of, Delivery:

1. There is no (bringing of letters) on Sundays in England.
2. Lord Exton (made) a speech to the school-boys.
3. Mrs. Atiyeh (gave birth to a) son last night.
4. Saladin (freed) the city from the rule of the Crusaders.

Direction. Direct. * Indirect. * To direct.

Use the words Direct/ion, Indirect:

"In which . . . is the Railway Station? Please . . . me to the Railway Station. Which is the most . . . road to the

Railway Station? Does this road go . . . to the Railway Station?—No: it doesn't go . . . ; it is an . . . way: it's a long way round."

Grief. * To grieve. * Sorrow.

Grief means sorrow (being sorry, sadness). To grieve means to feel sorry or sad. Make sentences using—Grief, Grieve, (was a great) sorrow to . . . .

1. . . . for her dead husband. The death of . . . was . . . .
2. The imprisonment of her son . . . .
3. . . . at the death of his horse. The death of . . . was . .
4. I am very . . . to hear of your sister's illness.

D. Horizon. * Horizontal. * Upright.

Upright = standing straight up.
Horizontal is the opposite of Upright.
This is a horizontal line ————; it is in line with the horizon.

1. Are the walls of this room horizontal?
2. Is the ceiling . . . ?
3. Is the floor . . . ?
4. Does a tree grow . . . ly?
5. Are some of the branches of a tree . . . ?
6. What parts of a ladder are . . . ?

E. * To arm.

Use: To arm, arms, armed:
" In ancient times soldiers were . . . with spears and shields. These were the . . . of soldiers in ancient times. Soldiers are not . . . with spears now. The police in England do not carry . . . ; they are not . . . , but in some countries the police are . . . with pistols."

* To spare.

To spare = (1) not to take or use something which you could use—if you wanted to. " Spare my life " = do not

take my life. (2) = to do without something which is yours; "I can't spare the money to buy that coat". Spare money is money which you can do without. The spare wheel of a car is the fifth wheel which is carried on the back or at the side in case one of the other wheels gets a hole in it.

1. What does this proverb mean? "Spare the rod (= the stick) and spoil the child."
2. What does this mean? "Spare a penny for the poor beggar."
3. A man is riding one horse and has another horse for use when the first horse is tired. What is the second horse?
4. How much food have you if you have "enough and to spare"?

Dictation

Ro**bb**er	(—bb—)	Re**dd**en	(—dd—)
Knight	(kn—)	Cli**ff**	(—ff)
St**ea**dily	(—ea—)	Sli**ght**	(—ght)
M**u**rder	(—u—e—)	Horizon	
M**u**rderer	(—u—e—e—)	No one (*two words*)	

"Spare me! Spare my life!" cried the robber. The knight's eyes were fixed steadily upon him.

"Curse you! Will you murder me in cold blood?" the robber cried again.

The evening light was fading. It reddened the steep cliff behind him. Mist lay upon the range of hills beyond, and from the valley beneath there came the sound of cattle being driven home. A slight wind whispered in the leaves. The sun touched the horizon.

"Mercy!" he cried again.

"No one," said the knight, "will grieve at your death. Murderer, disloyal servant! No one shall deliver you from your just punishment!" He advanced, and struck one blow. . . .

1993 words

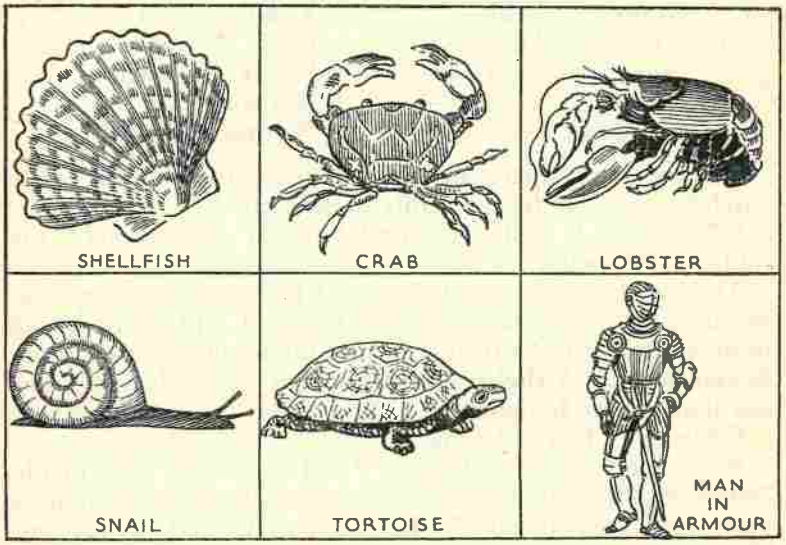
Lesson Fifty-two. Composition

☞ *Before doing this lesson be sure to use the Review of Vocabulary given in the Companion.*

1. **What do you know about India?** (Rivers, cities, mountains, Mount Everest, jungles, animals, people, rulers, things which you get from India.)

2. **Write about " Nature's Great Mistake ".**

Shells for defence were the Great Mistake. The creatures in the pictures wear armour and try to be safe; they trust in defence. But shells make the creatures slow and unable to attack. Attack is the best defence—activity not fear. Not only in war but in life.



3. **Write about the different ways in which people find their direction on land and sea.** (Sun, Stars, Compass, Maps, Boy Scouts' ways of showing where they have gone, Tracking.)

Spear.

Sword.

Rifle.

Machine-gun.

Tank.

4. **Write about the various arms used by soldiers in the past and now.** (Stones, Spears, Arrows, Guns, etc.)

5. **Have you ever read a Mystery story? Tell what the mystery was and how the answer to the mystery was found.**

Lesson Fifty-three

THE DICTIONARY

Dictionary—a book which tells the meanings of words.
Example—one thing which shows what other things are like.
" Box " is an example of a noun.
e.g.—for example: " Nouns, e.g. Box, Food, Cat ".

A dictionary tells you the meanings of words which you do not know: in explaining the meanings the dictionary must use words which you *do* know. But you do not know the explaining words of an ordinary English dictionary.

The New Method Dictionary uses only 1,500 explaining words. You have already learnt all those 1,500 explaining words except 80. These 80 words are given here with their explanations. This dictionary gives

the meanings of 24,000 other words—all the words which you are ever likely to meet (except in scientific books). The numbers show the pronunciation of the vowels. The letters " e.g." mean " for example ".

All these 80 words are taught in Lessons 1 to 10 of the next book, Classbook 4.

1995 words

8·8·57

Accept (3–2)—be willing to receive.
Acid (3–1)—sour: **an acid**—a strong liquid which burns holes in cloth, metal, etc.
Actual (3–179)—real: **actually**—really, in fact.
Arch (44)—**an archway**—a doorway with curved top. ——→

Beak (11)—the hard, pointed mouth of a bird.
Block (5)—"A block of stone"—a piece of stone (cut for building). **To block (up)** a pipe—to put something in a pipe which stops the flow of water.
(**Body**) (5–1)—a thing; the Moon is a large round body in the sky.
Bold (67)—fearless, very daring.
Brain (21)—grey matter inside the head with which we think.
Breast (2)—the upper front part of the body; the part of a female which gives milk.
Candle (3)—a bar of wax with string in it used to give light.
Cease (11)—to stop, not continue.
Ceremony (2–1–9–1)—a set of solemn acts as in church or at a great public show.
Charm (44)—a set of words supposed to have special power in bringing good luck, love, health, etc.
Claim (21)—to demand as a right.
Concern (9–99)—to have to do with: "That doesn't concern me"= that is not my business. My concerns—my business. Concerning—about.
Control (9–67)—to direct, guide, rule, keep in order.
Copy (5–1)—imitate; an imitation. Two copies of a letter—two letters exactly like each other.
Crop (5)—all the corn (beans, etc.) produced in a field.
Curl (99)—a small circle, e.g. of hair: "She has curly hair". **To curl**—to become curved.
Declare (1–29)—to say solemnly.
Deer (119). ——→

Determine (1–99–1)—to decide, to fix; **determined**—strongly decided.
Effect (1–2)—the result of a cause: "The medicine had no effect".
Elect (1–2)—to choose a person, e.g. to be a member of the government.
Flight (41)—flying.
Float (67)—not to sink. Wood floats on water.
Frame (21)—the most important bars on which the shape of a thing is made, e.g. the frame of a bicycle, or frame-work of a wooden house.
Fulfil (8–1)—to fill full. To fulfil a promise = to do all that you have promised.
Garments (44–9)—clothes.
Gay (21)—happy, full of joy. **gaily; gaiety,** n.
Guest (2)—a person asked to a party or to be a visit orin your house.
Harbour (44–9)—a bay or other safe place for ships.
Hook (7)—a curved bar which is put through a ring.

Horns (55).
Host (67)—the man who asks a person to a party (or to stay in his house): **hostess** (67–1)—the lady of the house at a party.

HORNS

In spite of (1–41–9)—not caring about: "I shall go in spite of the weather" = . . . although the weather is bad.
Invite (1–41)—to ask a person to a party, or meal.
Jelly (2–1)—stuff which is neither liquid nor solid. The liquid from boiled bones becomes a jelly when it is cold.
Keen (11)—sharp: "The keen edge of a knife": **keen on**—very interested in, very eager about.
Lack of (3)—not having.
Lamb (3)—the young of a sheep.
Level (2–9)—flat. **Level with**—not higher nor lower than.

Lock (5)—A key is used to open a lock.

Magic (3J1)—the art of doing things with the help of spirits and mysterious powers. **Magician**—a man who does such things.

Main (21)—chief, most important.

Master (44-9)—head: the headmaster; a master and his servants.

Medicines (2-1-1)—liquids and powders used to make sick people well.

Melt (2)—Ice melts when it is heated. Sugar melts in water.

Merry (2-1)—happy. **Merrymaking**—feasting, singing, dancing.

Mist (1)—cloud lying on the ground.

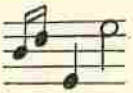
Mud (8)—a paste of earth and water. Roads become **muddy** after rain.

Muscle (M8SSL)—You use your muscles to move your arms, legs, etc.

Neat (11)—tidy, in good order.

Nerve (99)—The nerves carry messages in the body, inwards from the eyes, ears, etc., outwards to the muscles.

(**Network**)—a thing made like a net: "A network of telephone wires".



Notes (67)—the signs; the sounds which they show.

Nurse (99)—a woman who takes care of children, or of sick persons.

Particular (4-1-17-9)—1. special, separate, different from all others; 2. difficult to please, wanting everything just right.

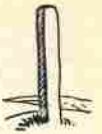
Peculiar (1-177-19)—strange, unusual.

Perform (9-55)—do: perform a play, a ceremony.

Pillar (1-9). ——→

Pole (67)—a long piece of wood. **The North Pole**—the most northern point of the Earth.

Post (67)—a bar fixed in the ground: a gate post, a flag post. ——→



Quality (5-1-1)—goodness or badness.

Quantity (5-1-1)—amount.

Recognize (2-9-41)—know again: "I recognize you but I can't remember your name".

Rejoice (1-51)—feel or show joy.

Religion (1-1J9)—Muhammedans belong to the Muhammedan religion: Christians belong to the Christian religion.

Risk (1)—cause to be in danger; a danger.

Scatter (3-9)—throw about in all directions; go away in different directions.

Scold (67)—speak angrily to, blame.

Shelter (2-9)—to protect, to take protection from; a protection: "I sheltered under a tree from the rain".

Shock (5)—a sudden blow; a sudden great pain or sorrow.

Slide (41)—to move smoothly over: "Slide over the ice".

Slope (67)—to be at an angle, to slant. The side of a hill slopes; it is a slope; the sloping roof of a house.

Stiff (1)—not easily bent.

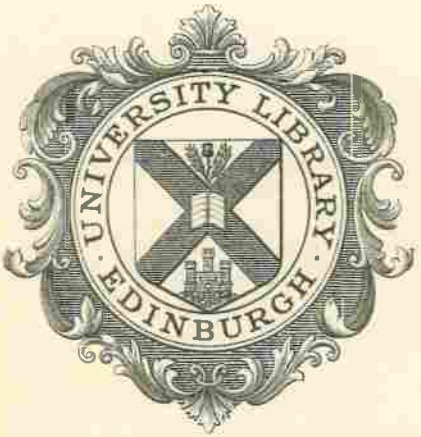
Temper (2-9)—"In a good temper" = happy, not angry. A bad tempered man = an easily angered man.

Throat (67)—the front part of the neck; the air and food tubes inside the neck.

Thumb (8)—the short finger with only two joints.

Weapon (2-9)—thing used for fighting, e.g. sword, gun.

Wrecked (2)—A wrecked ship, a wreck, a shipwreck = a ship destroyed by storm or rocks. To wreck—to destroy.



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